Agenda--May 11-12, 2005

California State Board of Education (SBE) meeting agenda.

State Board Members

Ruth E. Green, President
Glee Johnson, Vice President

Ruth Bloom
Yvonne Chan
Don Fisher
Ricky Gill
Kenneth Noonan
Joe Nuñez
Bonnie Reiss
Johnathan Williams
Vacancy

Secretary & Executive Officer

Hon. Jack O'Connell

Executive Director

Catherine Barkett

SCHEDULE OF MEETING	LOCATION
Wednesday, May 11, 2005 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:

- *Acevedo, et al. v. State of California, et al*., Sacramento County Superior Court, Case No. 03CS00827
- *Adkins, et al*. v. State of California, et al., Sacramento County Superior Court, Case No. 03CS00938
- *Aguayo, et al. v. State of California, et al*., Sacramento County Superior Court, Case No. 03CS00825
- *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
- *Buckle, et al. v. State of California, et al*., Sacramento County Superior Court, Case No. 03CS00826
- *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, S*an 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
- *Centinela Valley Union High School District v*. *State Board of Education, et.al.*, Los Angeles Superior Court, Case No. BS093054
- *Centinela Valley Union High School District v*. State Board of Education, *et al*., Los Angeles Superior Court, Case No. BS093483
- *Chapman, et al. v. California Department of Education, et al.,* Alameda County Superior Court, Case No. 2002-049636
- *Chapman, et al.* v. *California Department of Education, et al.,* United States District Court, Northern District of California, Case No. C-01-1780 BZ
- *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, Case No. 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. BC214156
- *Donald Urista, et al.* v. *Torrance Unified School District, et al.*, United States District Court, Central District of California, Case No. 97-6300 ABC
- *Dutton v. State of California, et al* . Sacramento County Superior Court, Case No. 03CS01723
- *Educational Ideas, Inc.* v. *State of California, et al.,* Sacramento County 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
- *EMS-BP, LLC, Options for Youth Burbank, Inc . et al. v. California Department of Education, et al.*, Sacramento County Superior Court, Case No. 03CS01078/03CS01079
- *Ephorm, et al.* v. *California Board of Education, et al.,* Los Angeles Superior Court, Case No. TC013485
- *Grant Joint Union High School District v. California State Board of Education, et al* . Sacramento County Superior Court, Case No. 03 CS 01087
- *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)
- *Maureen Burch, et al.* v. *California State Board of Education*, Los Angeles County Superior Court, Case No. BS034463 and related appeal
- *McNeil* v. *State Board of Education*, San Mateo County Superior Court, Case No. 395185
- *Meinsen, et al.* v. *Grossmont Unified School District, et al.* , U.S. District Court, Southern District of California, Case No. C 96 1804 S LSP (pending)
- *Miller, et al. v. California Department of Education, et al.* , San Diego Superior Court, North District, Case No. GIN036930
- *Ocean View School District, et al. v SBE, et al*., Superior Court of San Francisco, Case No. CGC-02-406738
- *Pazmiño, 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
- *Renaissance Academy Charter School, et al. v. Los Angeles Unified School District, et al.,* Los Angeles County Superior Court, Case No. BS090869
- *Roxanne Serna, et al.,* v. *Delaine Eastin, State Superintendent of Public Instruction, et al*., Los Angles County Superior Court, Case No. BC174282
- *San Francisco NAACP* v. *San Francisco Unified School District, et al.*, United States District Court, Northern District of California, Case No. 78-1445 WHO
- *San Mateo-Foster City School District, et al.,* v. *State Board of Education*, San Mateo County Superior Court, Case No. 387127
- *San Rafael Elementary School District* v. *State Board of Education, et al.,* Sacramento County Superior Court, Case No. 98-CS01503 and related appeal
- *Shevtsov v. California Department of Education*, United States District Court, Central District of California, Case No. CV 97-6483 IH (CT)
- *Sonoma County Superintendents of Schools, et. al. v. Special Education Hearing Office, et.al.* Sacramento County Superior Court, Case No. 04AS0393
- *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
- *Tinsley v. State of California*, San Mateo County Superior Court, Case No. 206010

Wilkins, et al., v. *California Board of Education, et al.,* Los Angeles Superior Court, Case No. TC014071
- *Williams, et al.* v. *State of California, et al.,* San Francisco Superior Court, Case No. 312236
- *Wilson, et al.* v. *State Board of Education, et al.,* Los Angeles Superior Court, Case No. BC254081

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

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

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

Schedule of Meeting	Location
Wednesday, May 11, 2005 9:00 a.m. ± (Upon Adjournment of Closed Session, if held) STATE BOARD OF EDUCATION Public Session	California Department of Education 1430 N Street, Room 1101 Sacramento , California 916-319-0827

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

Schedule of Meeting	Location
Thursday, May 12, 2005 8:00 a.m. ± STATE BOARD OF EDUCATION Closed Session -- IF NECESSARY (The public may not attend.)	**California Department of Education** 1430 N Street, Room 1101 Sacramento , CA 95814 916-319 - 0827

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

Schedule of Meeting	Location
Thursday, May 12, 2005 8:00 a.m. ± (Upon Adjournment of Closed Session, if held) STATE BOARD OF EDUCATION Public Session	**California Department of Education** 1 430 N Street, Room 1101 Sacramento , CA 95814 916-319 - 0827

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

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

Persons wishing to address the State Board of Education on a subject to be considered at this meeting, including any matter that may be designated for public hearing, are asked to notify the State Board of Education Office (see telephone/fax numbers below) by noon of the third working day before the scheduled meeting/hearing, stating the subject they wish to address, the organization

they represent (if any), and the nature of their testimony. Time is set aside for individuals so desiring to speak on any topic NOT otherwise on the agenda (please see the detailed agenda for the Public Session). In all cases, the presiding officer reserves the right to impose time limits on presentations as may be necessary to ensure that the agenda is completed.

REASONABLE ACCOMMODATION FOR ANY INDIVIDUAL WITH A DISABILITY

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

California State Board of Education

FULL BOARD
Public Session

AGENDA

May 11-12, 2005

Wednesday, May 11, 2005 -- 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 2005 and April 2005 Meetings)
- 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 (DOC; 199KB; 10pp;)	STATE BOARD PROJECTS AND PRIORITIES. Including, but not limited to, future meeting plans; agenda items; State Board office budget; staffing, appointments, and direction to staff; declaratory and commendatory resolutions; update on litigation; bylaw review and revision; review of the status of State Board-approved charter schools as necessary; Board Liaison Reports; and other matters of interest.	INFORMATION ACTION

ITEM 2 (DOC; 60KB; 1pp;)	PUBLIC COMMENT. Public Comment is invited on any matter not included on the printed agenda. Depending on the number of individuals wishing to address the State Board, the presiding officer may establish specific time limits on presentations.	INFORMATION

ITEM 3 (DOC; 62KB; 2pp;)	Seminar on Intervention and Support for High Priority Schools and Districts. • Last Minute Memorandum (DOC; 30KB; 1pp.) • Last Minute Memorandum Attachment 1 (PPT; 302KB; 51pp.) Accessible Alternative Version of the Last Minute Memorandum Attachment 1 (Posted 8-Jul-2008)	INFORMATION

ITEM 4 (DOC; 61KB; 2pp.)	Immediate Intervention/Underperforming Schools Program (II/USP) and High Priority Schools Grant Program (HPSGP): Adopt Title 5 Regulations Sections 1030.5 and 1030.6: Definition of Significant Growth and Criteria to Demonstrate Academic Growth for II/USP and HPSGP Schools Without Valid APIs. • Attachment 1 (DOC; 33KB; 2pp.) • Attachment 2 (DOC; 30KB; 1pp.) • Last Minute Memorandum (DOC; 32KB; 1pp.) • Last Minute Memorandum Attachment 1 (DOC; 26KB; 2pp.)	INFORMATION ACTION
ITEM 5 (DOC; 83KB; 5pp.)	Immediate Intervention/Underperforming Schools Program (II/USP): Proposed Intervention for a Cohort III School that Failed to Show Significant Growth. • Attachment 1 (XLS; 16KB; 1pp.)	INFORMATION ACTION
ITEM 6 (DOC; 65KB; 2pp.)	Immediate Intervention/Underperforming Schools Program (II/USP): School Assistance and Intervention Team (SAIT): Approval of Expenditure Plan to Support SAIT Activities and Corrective Actions in a State-Monitored School.	INFORMATION ACTION
ITEM 7 (DOC; 60KB; 2pp.)	No Child Left Behind (NCLB) Act of 2001: Including, but Not Limited To, Update on California's Latest Implementation; United States Department of Education (ED) Denial of Waiver Request Involving the California English Language Development Test (CELDT); ED Announcement of New Flexibility; and Proposed Uses of Carryover Funds. • Last Minute Memorandum - CDE (DOC; 122KB; 13pp.) • Last Minute Memorandum - SBE (DOC; 26KB; 1p.) • Last Minute Memorandum - SBE Attachment 1 (DOC; 78KB; 8pp.)	INFORMATION ACTION
ITEM 8 (DOC; 77KB; 2pp.)	No Child Left Behind (NCLB) Act of 2001: Approve Supplemental Educational Service (SES) Providers. • Attachment 1 (DOC; 145KB; 21pp.) • Last Minute Memorandum (DOC; 35KB; 2pp.) • Last Minute Memorandum Attachment 1 (PDF; 2919KB; 15pp.)	INFORMATION ACTION
ITEM 9 (DOC; 56KB; 2pp.)	No Child Left Behind (NCLB) Act of 2001: Approve Local Educational Agency Plans (Title 1 Section 1112). • Last Minute Memorandum (DOC; 28KB; 2pp.)	INFORMATION ACTION
ITEM 10 (DOC; 71KB; 3pp.)	No Child Left Behind (NCLB) Act of 2001: Approve Revised Local Educational Agency (LEA) Plan for Coachella Valley Unified School District.	INFORMATION ACTION
ITEM 11 (DOC; 137KB; 14pp.)	No Child Left Behind (NCLB) Act of 2001: State Technology Plan, Including, but Not Limited To, Approval of the Proposed Plan for Submission to the United States Department	INFORMATION ACTION

	of Education (ED) as the Requirement for Title II, Part D Funding.	

ITEM 12 (DOC; 124KB; 9pp.)	Highly Qualified Special Education Teacher Regulations: Approve Commencement of Rulemaking Process to make Revisions Due to the Recent Passage of the Individuals with Disabilities Education Improvement Act (IDEIA) in December 2004. • Last Minute Memorandum (DOC; 24KB; 2pp.) • Last Minute Memorandum Attachment 1 (DOC; 232KB; 4pp.)	INFORMATION ACTION

ITEM 13 (DOC; 94KB; 5pp.)	California Technology Assistance Project Grants (CTAP), Including, but Not Limited To, Approval of the 11 CTAP Regional Lead Agencies for the Period of July 1, 2005 , to June 30, 2008.	INFORMATION ACTION

ITEM 14 (DOC; 60KB; 2pp.)	Review of the Redesigned Instrument for the Coordinated Compliance Review (CCR). • Last Minute Memorandum (DOC; 28KB; 2pp.) • Last Minute Memorandum Attachment 1 (DOC; 125KB; 10pp.) • Last Minute Memorandum Attachment 2 (DOC; 182KB; 3pp.) • Last Minute Memorandum Attachment 3 (DOC; 146KB; 14pp.) • Last Minute Memorandum Attachment 4 (DOC; 102KB; 7pp.) • Last Minute Memorandum Attachment 5 (DOC; 93KB; 11pp.) • Last Minute Memorandum Attachment 6 (DOC; 78KB; 6pp.) • Last Minute Memorandum Attachment 7 (DOC; 103KB; 7pp.) • Last Minute Memorandum Attachment 8 (DOC; 55KB; 3pp.) • Last Minute Memorandum Attachment 9 (DOC; 126KB; 10pp.) • Last Minute Memorandum Attachment 10 (DOC; 146KB; 12pp.) • Last Minute Memorandum Attachment 11 (DOC; 194KB; 20pp.) • Last Minute Memorandum Attachment 12 (DOC; 95KB; 7pp.) • Last Minute Memorandum Attachment 13 (DOC; 68KB; 5pp.) • Last Minute Memorandum Attachment 14 (DOC; 174KB; 5pp.)	INFORMATION ACTION

ITEM 15 (DOC; 60KB; 2pp.)	Consolidated Applications 2004-05: Approval. • Attachment 1 (PDF; 37KB; 2pp.)	INFORMATION ACTION

ITEM 16 (DOC; 72KB; 2pp.)	2004-05 Consolidated Applications - Update on Local Educational Agencies (LEAs) that Received Conditional Approval.	INFORMATION ACTION

ITEM 17 (DOC; 737KB; 82pp.)	School Accountability Report Card: Proposed Template and Data Definitions for the 2005-06 School Year.	INFORMATION ACTION

ITEM 18 (DOC; 63KB; 3pp.)	Revised Uniform Complaint Procedures (UCP) Regulations: Approve Proposed Amendments. • Attachment 1 (DOC; 130KB; 34pp.)	INFORMATION ACTION

ITEM 19 (DOC; 88KB; 7pp.)	The Principal Training Program: Instructional Leader Coaches Option (Assembly Bill 164). • Last Minute Memorandum (DOC; 30KB; 1pp.)	INFORMATION ACTION
ITEM 20 (DOC; 59KB; 2pp.)	The Principal Training Program (AB 75): Approval of Training Providers.	INFORMATION ACTION
ITEM 21 (DOC; 73KB; 4pp.)	The Principal Training Program (AB 75): Approval of Local Educational Agencies (LEAs) and Consortia Applications for Funding.	INFORMATION ACTION
ITEM 22 (DOC; 63KB; 2pp.)	Mathematics and Reading Professional Development Program (AB 466) (Chapter 737, Statutes of 2001): Including, but Not Limited To, Approval of Training Providers and Training Curricula. • Last Minute Memorandum (DOC; 33KB; 1pp.)	INFORMATION ACTION
ITEM 23 (DOC; 162KB; 8pp.)	Mathematics and Reading Professional Development Program (AB 466): Approve Local Education Agencies' (LEAs) Reimbursement Requests.	INFORMATION ACTION
ITEM 24 (DOC; 67KB; 3pp.)	Adoption of the California Career Technical Education Model Curriculum Standards, Pursuant to *Education Code* Section 51226. • Attachment 1 p00 (DOC; 103KB; 10pp.) • Attachment 1 p01 (DOC; 182KB; 29pp.) • Attachment 1 p02 (DOC; 127KB; 30pp.) • Attachment 1 p03 (DOC; 130KB; 22pp.) • Attachment 1 p04 (DOC; 146KB; 27pp.) • Attachment 1 p05 (DOC; 83KB; 16pp.) • Attachment 1 p06 (DOC; 116KB; 25pp.) • Attachment 1 p07 (DOC; 123KB; 19pp.) • Attachment 1 p08 (DOC; 115KB; 17pp.) • Attachment 1 p09 (DOC; 114KB; 17pp.) • Attachment 1 p10 (DOC; 95KB; 20pp.) • Attachment 1 p11 (DOC; 128KB; 20pp.) • Attachment 1 p12 (DOC; 121KB; 19pp.) • Attachment 1 p13 (DOC; 125KB; 20pp.) • Attachment 1 p14 (DOC; 125KB; 21pp.) • Attachment 1 p15 (DOC; 99KB; 18pp.) • Attachment 1 p16 (DOC; 114KB; 28pp.)	INFORMATION ACTION
ITEM 25 (DOC; 66KB; 2pp.)	State Board-Approved Charter Schools: Update.	INFORMATION ACTION

ITEM 26 (DOC; 87KB; 4pp.)	Assignment of Numbers for Charter School Petitions. • Last Minute Memorandum (DOC; 42KB; 2pp.)	INFORMATION ACTION

ITEM 27 (DOC; 59KB; 2pp.)	Public Charter Schools Grant Program - Additional Grant Award Recommendation.	INFORMATION ACTION

ITEM 28 (DOC; 114KB; 6pp.)	Charter Schools: Determination of Funding Requests for 2004-05 (and beyond) for Nonclassroom-based Charter Schools.	INFORMATION ACTION

ITEM 29 (DOC; 116KB; 14pp.)	New West Charter Middle School : Audit Findings; Notice to Cure Letter; Further Audit(s); Compliance with Previous State Board Actions; and Material Amendments to the Charter. • Last Minute Memorandum (DOC; 59KB; 2pp.)	INFORMATION ACTION

ITEM 30 (DOC; 116KB; 12pp.)	Senate Bill (SB) 740 Nonclassroom-based Instruction in Charter Schools and Nonclassroom-based Virtual or On-line Charter Schools: Request State Board of Education (SBE) to Approve Commencement of Rulemaking Process. • Attachment 1 (DOC; 80KB; 16pp.) • Last Minute Memorandum (DOC; 24KB; 1pp.)	INFORMATION ACTION

ADJOURNMENT OF DAY'S SESSION

Thursday, May 12, 2005 - 8:00 a.m.± (Upon adjournment of Closed Session if held)
California Department of Education, 1430 N Street, Room 1101, Sacramento, California

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

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

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

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

ITEM 31 (DOC; 468KB; 5pp.)	Governor Schwarzenegger's Initiative to Turn Around Failing Schools.	INFORMATION

ITEM 32 (DOC; 67KB; 2pp.)	Request by the Livermore Valley Charter School to Amend and Approve the Term of its Charter under the Oversight of the State Board of Education.	INFORMATION ACTION

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

Public Hearing on the following agenda items will commence no earlier than 9:00 a.m. The Public Hearing will be held after 9:00

a.m. as the business of the State Board permits.

ITEM 33 (DOC; 2830KB; 3pp.)	Request by the Island Union Elementary Charter School District to Renew its Charter as an All-Charter District.	INFORMATION ACTION PUBLIC HEARING

ITEM 34 (DOC; 112KB; 10pp.)	Request by the Alvina Elementary Charter School District to Renew its Charter as an All-Charter District.	INFORMATION ACTION PUBLIC HEARING

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

ITEM 35 (DOC; 96KB; 9pp.)	Legislative Update, Including, but Not Limited To, Information on Legislation Introduced in the New 2005-06 Session. • Last Minute Memorandum (DOC; 66KB; 8pp.)	INFORMATION ACTION

ITEM 36 (DOC; 63KB; 2pp.)	Standardized Testing and Reporting (STAR) Program: Including, but Not Limited To, Program Update.	INFORMATION ACTION

ITEM 37 (DOC; 61KB; 2pp.)	Standardized Testing and Reporting (STAR) Program: Approval of the Amendment to the Educational Testing Service (ETS) Contract for the Initial Development and Field Testing of the Standards-Based Test in Spanish (STS). • Last Minute Memorandum (DOC; 193KB; 25pp.)	INFORMATION ACTION

ITEM 38 (DOC; 73KB; 1pp.)	Standardized Testing and Reporting (STAR) Program: Discussion and Update on Request for Submission (RFS) for the California Standards Test (CST), California Alternate Performance Assessment (CAPA), Standards-Based Tests in Spanish (STS), and Norm-Referenced Test (NRT). • Last Minute Memorandum (DOC; 42KB; 2pp.)	INFORMATION ACTION

ITEM 39 (DOC; 63KB;2pp.)	California High School Exit Examination (CAHSEE): Including, but Not Limited To, CAHSEE Program Update on Test Administrations and the Senate Bill (SB) 964 Report. • Last Minute Memorandum (DOC; 28KB; 2pp.)	INFORMATION ACTION

ITEM 40 (DOC;	California English Language Development Test (CELDT): Including, but Not Limited To,	INFORMATION

59KB; 2pp.)	Update on CELDT Program and Spring 2005 Test Administration Training.	ACTION

WAIVER REQUESTS

WAIVER REQUEST CONSENT MATTERS

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

ADULT EDUCATION INNOVATION AND ALTERNATIVE INSTRUCTIONAL DELIVERY PROGRAM

ITEM WC-1 (DOC; 76KB; 5pp.)	Request by Glenn County Office of Education (Glenn COE) to waive *Education Code* (*EC*) Section 52522(b) to increase from five percent to seven percent the proportion of their adult education state block entitlement that may be used to implement approved Adult Education Innovation and Alternative Instructional Delivery Programs. Waiver Number: 2-2-2005 (Recommended for APPROVAL WITH CONDITIONS) *EC* 33051(c) will apply	ACTION

ITEM WC-2 (DOC; 76KB; 4pp.)	Request by Whittier Union High School District (Whittier Union HSD) for a renewal to waive *Education Code* (*EC*) Section 52522(b) to increase from five percent to seven percent the proportion of their adult education state block entitlement that may be used to implement approved Adult Education Innovation and Alternative Instructional Delivery Programs. Waiver Number: 16-2-2005 (Recommended for APPROVAL WITH CONDTIONS) *EC* 33051(c) will apply	ACTION

ITEM WC-3 (DOC; 76KB; 4pp.)	Request by Alhambra Unified School District (Alhambra USD) to waive *Education Code* (*EC*) Section 52522(b) to increase from five percent to seven percent the proportion of their adult education state block entitlement that may be used to implement approved Adult Education Innovation and Alternative Instructional Delivery Programs. Waiver Number: 4-2-2005 (Recommended for APPROVAL WITH CONDITIONS) *EC* 33051(c) will apply	ACTION

ITEM WC-4 (DOC; 74KB; 4pp.)	Request by Sacramento City Unified School District (Sacramento City USD) to waive *Education Code* (*EC*) Section 52522(b) to increase from five percent to seven percent the proportion of their adult education state block entitlement that may be used to implement approved Adult Education Innovation and Alternative Instruction Delivery Programs.	ACTION

	Waiver Number: 19-4-2005 (Recommended for APPROVAL WITH CONDITIONS) *EC* 33051(c) will apply	

ITEM WC-5 (DOC; 75KB; 4pp.)	Renewal request by Torrance Unified School District (Torrance USD) to waive *Education Code* (*EC*) Section 52522(b) to increase from five percent to seven percent the proportion of their adult education state block entitlement that may be used to implement approved Adult Education Innovation and Alternative Instructional Delivery Programs. Waiver Number: 25-3-2005 (Recommended for APPROVAL WITH CONDITIONS) *EC* 33051(c) will apply	ACTION

ITEM WC-6 (DOC; 74KB; 4pp.)	Request by Pajaro Valley Unified School District (Pajaro Valley USD) to waive *Education Code* (*EC*) Section 52522(b) to increase from five percent to seven percent the proportion of their adult education state block entitlement that may be used to implement approved Adult Education Innovation and Alternative Instructional Delivery Programs. Waiver Number: 51-3-2005 (Recommended for APPROVAL WITH CONDITIONS) *EC* 33051(c) will apply	ACTION

ITEM WC-7 (DOC; 75KB; 4pp.)	Request by Hacienda La Puente Unified School District (USD) to waive *Education Code (EC)* Section 52522(b) to increase from five percent to seven percent the proportion of their adult education state block entitlement that may be used to implement approved Adult Education Innovation and Alternative Instructional Delivery Programs. Waiver Number: 4-12-2004 (Recommended for APPROVAL WITH CONDITIONS) *EC* 33051(c) will apply	ACTION

ITEM WC-8 (DOC; 74KB; 4pp.)	Request by Vallejo City Unified School District (Vallejo City USD) to waive *Education Code* (*EC*) Section 52522(b) to increase from five percent to seven percent the proportion of their adult education state block entitlement that may be used to implement approved Adult Education Innovation and Alternative Instructional Delivery Programs. Waiver Number: 17-1-2005 (Recommended for APPROVAL WITH CONDITIONS) one year only	ACTION

CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 1998

ITEM WC-9 (DOC; 61KB; 2pp.)	Request by Warner Unified School District for a waiver of Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) Waiver Number: Fed-2-2005 (Recommended for APPROVAL)	ACTION

ITEM WC-10 (DOC; 61KB; 2pp.)	Request by Shasta County Office of Education for a waiver of Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) Waiver Number: Fed-22-1-2005 (Recommended for APPROVAL)	ACTION

CHARTER SCHOOL ATTENDANCE

ITEM WC-11 (DOC; 67KB; 3pp.)	Request by Los Angeles Unified School District to waive *California Code of Regulations (CCR),* Title 5, Section 11960 to allow the charter school attendance for Pacoima Charter School to be calculated as if it were a "regular" multi-track school. Waiver Number: 33-3-2005 (Recommended for APPROVAL WITH CONDITIONS) • Last Minute Memorandum (DOC; 25KB; 1p.)	ACTION

ITEM WC-12 (DOC; 66KB; 3pp.)	Request by Learning Choice Academy to waive *California Code of Regulations (CCR)* , Title 5, Section 11960 to allow the charter school attendance to be calculated as if it were a "regular" multi-track school. Waiver Number: 33-3-2005 (Recommended for APPROVAL WITH CONDITIONS)	ACTION

INSTRUCTIONAL MATERIALS SUFFICIENCY (Audit Findings)

ITEM WC-13 (DOC; 63KB; 2pp.)	Request by Center Unified School District for a retroactive waiver of *Education Code (EC)* Section 60119 regarding the annual public hearing and resolution on the availability of textbooks or instructional materials. The district had an audit finding for fiscal year 2002-2003 for failing to hold the public hearing. Waive Number: 15-5-2004 (Recommended for APPROVAL)	ACTION

REGIONAL OCCUPLATIONAL PROGRAM

ITEM WC-14 (DOC; 65KB;	Request by Yolo County Regional Occupational Program for a waiver of *Education Code (EC)* Section 52314.6 regarding the 3 percent limit on enrollment of students under the	ACTION

2pp.)	age of 16 in the Regional Occupational Program (ROP) Waiver Number: 2-1-2005 (Recommended for APPROVAL WITH CONDITIONS)	

RESOURCE SPECIALIST CASELOAD

ITEM WC-15 (DOC; 63KB; 2pp.)	Request by Oak Grove Elementary School District to waive *Education Code* (*EC*) Section 56362(c); allowing the caseload of the resource specialist to exceed the maximum caseload of 28 students by no more than four students (32 maximum). Aladene Sagray assigned at Baldwin Elementary School Waiver Number: 11-2-2005 (Recommended for APPROVAL WITH CONDITIONS)	ACTION

ITEM WC-16 (DOC; 63KB; 2pp.)	Request by National Unified School District to waive *Education Code* (*EC*) Section 56362(c); allowing the caseload of the resource specialist to exceed the maximum caseload of 28 students by no more than four students (32 maximum). Monica Arrendondo assigned at Lincoln Acres School. Waiver Number: 12-2-2005 (Recommended for APPROVAL WITH CONDITIONS)	ACTION

SAFE AND DRUG FREE SCHOOLS

ITEM WC-17 (DOC; 69KB; 3pp.)	Request by Yuba City Unified School District to waive No Child Left Behind Act (NCLB); Title IV, Part A, Section 4115 (a)(1)(c) to use Safe and Drug Free Schools and Communities funds to support the cost of Connecting! With Kids - A multi-media approach to teaching life skills and prevention of drug and alcohol abuse and violence program for grades three through twelve. Waiver Number: Fed-1-2005 (Recommended for APPROVAL WITH CONDITIONS)	ACTION

STATE MEAL MANDATE (Summer School)

ITEM WC-18 (DOC; 132KB; 5pp.)	Request by various school districts to waive *Education Code (EC)* Section 49550, the State Meal Mandate during the Summer School Session Waiver No: various (Recommended for APPROVAL) • Last Minute Memorandum (DOC; 37KB; 1p.)	ACTION

NON-CONSENT (ACTION)

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

ALGEBRA REQUIREMENT

ITEM W-1 (DOC; 68KB; 3pp.)	Request by Gateway Unified School District to waive *Education Code* (*EC*) Section 51224.5(b), the requirement that all students graduating in the 2004-05 year be required to complete a course in Algebra I (or equivalent) to be given a diploma of graduation for one special education student based on *EC* 56101, the special education waiver authority. Waiver Number: 9-11-2004 (Recommended for APPROVAL WITH CONDITIONS)	ACTION

ITEM W-2 (DOC; 68KB; 3pp.)	Request by Stockton Unified School District to waive *Education Code* (*EC*) Section 51224.5(b), the requirement that all students graduating in the 2004-05 year be required to complete a course in Algebra I (or equivalent) to be given a diploma of graduation for two special education student(s) based on *EC* 56101, the special education waiver authority. Waiver Number: 49-3-2005 (Recommended for APPROVAL WITH CONDITIONS)	ACTION

ITEM W-3 (DOC; 68KB; 3pp.)	Request by Roseville Joint Union High School District to waive *Education Code* (*EC*) Section 51224.5(b), the requirement that all students graduating in the 2004-05 year be required to complete a course in Algebra I (or equivalent) to be given a diploma of graduation for two special education student(s) based on *EC* 56101, the special education waiver authority. Waiver Number: 3-3-2005 (Recommended for APPROVAL WITH CONDITIONS)	ACTION

ITEM W-4 (DOC; 68KB; 3pp.)	Request by East San Gabriel SELPA to waive *Education Code* (*EC*) Section 51224.5(b), the requirement that all students graduating in the 2004-05 year be required to complete a course in Algebra I (or equivalent) to be given a diploma of graduation for one special education student based on *EC* 56101, the special education waiver authority. Waiver Number: 14-3-2004 (Recommended for APPROVAL WITH CONDITIONS)	ACTION

ITEM W-5 (DOC; 68KB; 3pp.)	Request by Pleasanton Unified School District to waive *Education Code* (*EC*) Section 51224.5(b), the requirement that all students graduating in the 2004-05 year be required to complete a course in Algebra I (or equivalent) to be given a diploma of graduation for nine special education student(s) based on *EC* 56101, the special education waiver authority.	ACTION

	Waiver Number: 17-3-2005 (Recommended for APPROVAL WITH CONDITIONS)	

ITEM W-6 (DOC; 71KB; 3pp.)	Request by Riverside Unified School District to waive *Education Code* (*EC*) Section 51224.5(b), the requirement that all students graduating in the 2004-05 year be required to complete a course in Algebra I (or equivalent) to be given a diploma of graduation for 50 (fifty) special education students based on *EC* 56101, the special education waiver authority. Waiver Number: 46-3-2004 (Recommended for APPROVAL WITH CONDITIONS (partial) and, DENIAL (partial)	ACTION

ITEM W-7 (DOC; 79KB; 2pp.)	Request by San Ramon Valley Unified School District to waive *Education Code* (*EC*) Section 51224.5(b), the requirement that all students graduating in the 2004-05 year be required to complete a course in Algebra I (or equivalent) to be given a diploma of graduation for five special education student(s) based on *EC* 56101, the special education waiver authority. Waiver Number: 4-3-2005 (Recommended for APPROVAL WITH CONDITIONS)	ACTION

ITEM W-8 (DOC; 66KB; 2pp.)	Request by various Local Educational Agencies to waive *Education Code* (*EC*) Section 51224.5(b), the requirement that all students graduating in the 2004-05 year be required to complete a course in Algebra I (or equivalent) to be given a diploma of graduation for one special education student based on *EC* 56101, the special education waiver authority. Waiver Number: Various (Recommendation Pending) • Last Minute Memorandum (DOC; 31KB; 2pp.)	ACTION

BUDGET RESERVE

ITEM W-9 (DOC; 70KB; 4pp.)	Request by the San Juan Unified School District (USD) to waive the *California Code of Regulations (CCR)* , Title 5, Section 15443 (specifically the cut point of 400,000 average daily attendance (ADA) to allow San Juan USD to keep a budget reserve of one percent for the fiscal year 2005-06 only. Waiver Number: 8-3-2005 (Recommended for DENIAL)	ACTION

CHARTER SCHOOL (district geographic limits-classroom based charters)

ITEM W-10	Request by Grant Joint Union High School District for a renewal to waive *Education*	ACTION

(DOC; 72KB; 3pp.)	*Code (EC)* Section 47605(a)(1) & 47605.1(a)(1), Geographic Provisions of AB 1994, for Grant Community Outreach Academy to operate a classroom based site in another school district's jurisdiction. Waiver Number: 12-4-2005 (Recommended for DENIAL)	

CHARTER SCHOOLS (county geographic limits-nonclassroom based charter)

ITEM W-11 (DOC; 73KB; 3pp.)	Request by Gorman Learning Center Charter School under *Education Code (EC)* Section 33054 to waive *EC* 47605.1 (c)(2) pertaining to geographic limits on resource centers for nonclassroom-based charter schools so that Gorman Learning Center Charter School can continue to operate five resource centers in adjacent counties (San Bernardino and Kern) and possibly open two more centers in these counties. Waiver Number: 47-3-2005 (Recommended for DENIAL)	ACTION

ITEM W-12 (DOC; 71KB; 3pp.)	Request by Modoc Charter School under *Education Code (EC)* Section 33050 to waive *EC* 47605.1(c)(2) pertaining to geographic limits on resource centers for nonclassroom-based charter schools so that Modoc Charter School can continue to operate resource centers in adjacent counties, particularly Shasta County. Waiver Number: 54-3-2005 (Recommended for DENIAL)	ACTION

GOVERNING BOARD ELECTION

ITEM W-13 (DOC; 67KB; 4pp.)	Request by Klamath-Trinity Joint Unified School District to waive portions of *Education Code* (*EC*) Section 5091 which will allow the local board to make a provisional appointment to a vacant board position past the 60 day statutory deadline. Waiver Number: 24-3-2005 (Recommended for APPROVAL WITH CONDITIONS) • Attachment A (DOC; 29KB; 2pp.)	ACTION

INSTRUCTIONAL MATERIALS SUFFICIENCY (Audit Findings)

ITEM W-14 (DOC; 69KB; 3pp.)	Request by West Fresno Elementary School District for a retroactive waiver of *Education Code (EC)* Section 60119 regarding the annual public hearing and resolution on the availability of textbooks or instructional materials. The district had an audit finding for fiscal year 2002-2003 for failing to hold the public hearing. This is the second time the district has had this same finding (Waiver Number 32-5-2003-WC-2 for the 2001-2002 fiscal year). Waiver Number: 16-12-2004	ACTION

	(Recommended for APPROVAL)	

INSTRUCTIONAL MATERIALS (Purchasing Timelines - 24 month rule)

ITEM W-15 (DOC; 67KB; 3pp.)	Request by Orcutt Union School District under the authority of *Education Code* (*EC*) 60422(c) to waive *EC* sections 60422(a)(b) and 60242(a)(b) and *California Code of Regulations (CCR),* Title 5, Section 9531(b) to allow the district to purchase new 7 th grade health textbooks in 2005-06 with Instructional Materials Funding Realignment Program (IMFRP) monies before the purchase of K-8 standards-aligned history textbooks. Waiver Number: 31-3-2005 (Recommended for APPROVAL)	ACTION

ITEM W-16 (DOC; 65KB; 2pp.)	Request by Pleasanton Unified School District under the authority of *Education Code (EC)* Section 60422(c) to waive *EC* sections 60422(a)(b) and 60242(a)(b) and *California Code of Regulations (CCR)* , Title 5, Section 9531(b) to allow the district to purchase new grade 6-12 foreign language textbooks in 2005-06 with Instructional Materials Funding Realignment Program (IMFRP) monies before the purchase of K-5 standards-aligned history textbooks. Waiver Number: 23-1-2005 (Recommended for APPROVAL)	ACTION

INSTRUCTIONAL TIME PENALTY

ITEM W-17 (DOC; 91KB; 4pp.)	Request by Janesville Union School District to waive *Education Code (EC)* Section 46202(b), the longer day incentive program audit penalty, for offering less instructional time in the 2001-02 fiscal year than what the district offered in 1982-83 as well as the state minimum set in 1986-87, for Kindergarten at Janesville Elementary School (shortfall of 4,960 minutes). Waiver Number: 1-11-2004 (Recommended for APPROVAL WITH CONDITIONS)	ACTION

ITEM W-18 (DOC; 69KB; 3pp.)	Request by West Fresno Elementary School District (West Fresno ESD) to waive *Education Code (EC)* Section 46202(b), the longer day incentive program audit penalty for offering less time in the 2002-2003 fiscal year than what the district offered in 1982-1983, as well as less than the state minimum set in 1986-87, in kindergarten at West Fresno Elementary School (shortfall of 8,920 minutes). Waiver Number: 15-12-2004 (Recommended for APPROVAL WITH CONDITIONS) • Attachment A (DOC; 35KB; 1pp.)	ACTION

NINTH GRADE CLASS SIZE REDUCTION

ITEM W-19 (DOC; 66KB; 3pp.)	Request by Liberty Union High School District (LUHSD) to waive *Education Code* (*EC*) Section 52084(a), the Ninth Grade Class Size Reduction Program (Morgan-Hart), to receive funding for a full year, double period of "Intensified Algebra" for targeted low-performing students, and English (three courses total). Waiver Number: 7-4-2005 (Recommended for APPROVAL WITH CONDITIONS)	ACTION

PETITION

ITEM W-20 (DOC; 71KB; 2pp.)	Petition request under *Education Code (EC)* Section 60421(d) and 60200(g) by East Whittier City Elementary School District to purchase specified non adopted instructional materials (*Everyday Mathematics,* Grades K-5, c.2001 and c.2002) using Instructional Materials Funding Realignment Program (IMFRP) monies. Waiver Number: 17-2-2005 (Recommended for APPROVAL WITH CONDITIONS)	ACTION

POLICE OFFICER DISPATCHERS WORKDAY/HOURS

ITEM W-21 (DOC; 65KB; 2pp.)	Request by San Diego City Unified School District to waive portions of *Education Code (EC)* sections 45127 and 45128, to allow the school police officer dispatchers to work 12 hour day shifts three days per week and work an 8 hour day every other week to constitute eighty hours in a two week period, without requiring overtime pay. Waiver Number: 5-3-2005 (Recommended for APPROVAL WITH CONDITIONS)	ACTION

SAFE AND DRUG FREE SCHOOLS

ITEM W-22 (DOC; 72KB; 4pp.)	Request by Salida Union Elementary School District to waive No Child Left Behind Act (NCLB); Title IV, Part A, Section 4115 (a)(1)(c) to use Safe and Drug Free Schools and Communities funds to support the cost of Take Charge of Your Life DARE America, in the seventh grade only. Waiver Number: Fed-30-2004 (Recommended for DENIAL)	ACTION

SALE/LEASE SURPLUS PROPERTY

ITEM W-23 (DOC; 74KB; 4pp.)	Request by San Jose Unified School District (SJUSD) to waive portions of California *Education Code* (*EC*) sections 17465, 17466, 17469, 17471, 17472, 17473, and 17475, specific provisions for Sale/Lease of Surplus Property. Approval of the waiver would	ACTION

	speed the process faster than allowed by statute; emphasize the proposed usage for the property in the selection rather than the "highest bid"; and eliminate the "oral bid" process. The three district properties for which the waiver is requested are the former Steinbeck Middle School site, the former Cory Elementary School site, and the former Randol Elementary School site. Waiver Number: 30-3-2005 (Recommended for APPROVAL)	

STATE MEAL MANDATE (Summer School)

ITEM W-24 (DOC; 80KB; 3pp.)	Request by various school districts to waive *Education Code* (EC) Section 49550, the State Meal Mandate during Summer School Session. Waiver Number: various (Recommended for APPROVAL WITH CONDITIONS) • Last Minute Memorandum (DOC; 27KB; 1p.)	ACTION

STATE MEAL MANDATE (Summer School)

ITEM W-25 (DOC; 60KB; 1pp.)	Request by various school districts to waive *Education Code* (EC) Section 49550, the State Meal Mandate during Summer School Session. Waiver No: various (Recommended for PENDING)	ACTION

NONPUBLIC SCHOOL/AGENCY (certification)

ITEM W-26 (DOC; 76KB; 5pp.)	Request by San Diego City Unified School District under the waiver authority of *Education Code (EC)* Section 56101, "the single child waiver" to waive *EC* 56366.1(a), the certification for a non-certified nonpublic school, Judge Rotenburg Center (a non-public residential school) located in Canton, Massachusetts to allow one special education student (number 101) to attend that school. This request is also made to waive *EC* 56520(a)(3), *California Code of Regulations (CCR),* Title 5, Section 3052(a)(5), *CCR* , Title 5, Section 3052(l), to allow the use of aversive treatments for this particular student's self-injurious behavior. The district also requests a waiver of portions of *EC* 56505(d), the "stay put" requirement for this particular student. Waiver Number: 11-1-2005 (Recommended for DENIAL) • Attachment A (DOC; 31KB; 2pp.)	ACTION

END OF WAIVER REQUESTS

ITEM 41 (DOC; 210KB; 34pp.)	Program Advisory on Medication Administration Pursuant to *California Code of Regulations (CCR) Title 5* , Article 4.1: Administering Medication to Students or Otherwise Assisting Students in the Administration of Medication During the Regular School Day.	INFORMATION ACTION

ITEM 42 (DOC; 126KB; 17pp.)	Healthy Start Regulations: Approve Commencement of Rulemaking Process to Make Various Revisions. • Last Minute Memorandum (DOC; 24KB; 1pp.) • Last Minute Memorandum Attachment 1 (PDF; 222KB; 4pp.)	INFORMATION ACTION

ITEM 43 (DOC; 73KB; 5pp.)	Program to Reduce Class Size in Two Courses in Grade 9: Adopt Proposed Regulations. • Last Minute Memorandum (DOC; 25KB; 2pp.) • Last Minute Memorandum Attachment 1 (DOC; 34KB; 3pp.) • Last Minute Memorandum Attachment 2 (DOC; 60KB; 3pp.) • Last Minute Memorandum Attachment 3 (DOC; 22KB; 1pp.)	INFORMATION ACTION

ITEM 44 (DOC; 183KB; 10pp.)	Elimination of the Multi-Track Year-Round Education Concept 6 Calendar by Lodi Unified School District and Los Angeles Unified School District Pursuant to California *Education Code* Sections 37680-37695, Chapter 901, Statutes of 2004 (AB 1550).	INFORMATION ACTION

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

For more information concerning this agenda, please contact Catherine Barkett, 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].

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

Last Reviewed: Thursday, July 07, 2011

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

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

RECOMMENDATION

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

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

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

SUMMARY OF KEY ISSUES

Board Member Liaison Reports

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

FISCAL ANALYSIS (AS APPROPRIATE)

Not applicable for this “housekeeping” item.

ATTACHMENT(S)

Attachment 1 State Board Bylaws (as amended July 9, 2003) (10 pages)
Attachment 2: Agenda Planner 2005-2006 (6 Pages)
Attachment 3: Acronyms Chart (3 Pages)

AGENDA PLANNER 2005-2006

MAY 11-12, 2005 BOARD MEETING ..... SACRAMENTO

Other Dates of Interest to the State Board:

- SB 964 report due to Legislature, May 1
- Advisory Commission on Charter Schools, Sacramento, May 23
- Advisory Commission on Special Education, Sacramento, May 26-27

JUNE 2005 ..... NO MEETING SCHEDULED

Dates of Interest to the State Board:

- Advisory Commission on Charter Schools, Sacramento, June 6
- Follow-Up Adoptions in Mathematics, Reading/Language Arts/English Language Development, and Foreign Language, IMAP/CRP deliberations, Sacramento, June 13-14
- Expiration of 2004-05 school year list of approved NCLB supplemental educational services providers

JULY 6-7, 2005..... SACRAMENTO

Board Meeting

- STAR, update/action as necessary
- CAHSEE, update/action as necessary
- CELDT, update/action as necessary
- No Child Left Behind Act, update/action as necessary
- Consolidated Applications for 2005-06, for approval
- One-Time Appropriation for Supplementary Instructional Materials for English Learners, action on Curriculum Commission recommendations

Other Dates of Interest to the State Board:

- 2005 History-Social Science Adoption, IMAP/CRP, Sacramento, July 11-14
- Follow-Up Adoptions in Mathematics, Reading/Language Arts/English Language Development, and Foreign Language, Public Hearings by Curriculum Commission, July 15
- Advisory Commission on Charter Schools, Sacramento, July 25

AUGUST 2005..... NO MEETING SCHEDULED

Dates of Interest to the State Board:

- Academic Performance Index (API) and Adequate Yearly Progress (AYP) data releases

AGENDA PLANNER 2005-2006

SEPTEMBER 7-8, 2005 ..... SACRAMENTO

Board Meeting

- STAR, update/action as necessary
- CAHSEE, update/action as necessary
- CELDT, update/action as necessary
- No Child Left Behind Act, update/action as necessary
- Consolidated Applications for 2005-06, for approval
- Instructional Materials Fund budget, for approval
- Follow-Up Adoptions in Mathematics, Reading/Language Arts/English Language Development, and Foreign Language, Public Hearing and Board action on Curriculum Commission recommendations

Other Dates of Interest to the State Board:

- Advisory Commission on Charter Schools, Sacramento, September 21
- Advisory Commission on Special Education, Sacramento, September 22-23
- Curriculum Development and Supplemental Materials Commission, Sacramento, September 29-30
- 2005 History-Social Science Adoption, Public Hearings at Curriculum Commission meeting, Sacramento, September 29-30

OCTOBER 2005 ..... NO MEETING SCHEDULED

Dates of Interest to the State Board:

To be determined

NOVEMBER 9-10, 2005 ..... SACRAMENTO

Board Meeting

- STAR, update/action as necessary
- CAHSEE, update/action as necessary
- CELDT, update/action as necessary
- Consolidated Applications for 2005-06, for approval
- No Child Left Behind Act, update/action as necessary
- 2005 History-Social Science Adoption, Public Hearing and Board action on Curriculum Commission recommendations
- 2006 Visual and Performing Arts Primary Adoption, appointment of IMAP and CRP members
- 2006 Science Primary Adoption, appointment of IMAP and CRP members
- Student Advisory Board on Education, presentation of recommendations
- Interviews of candidates for 2006-07 Student Member of the State Board
- Presentation of Presidential Awards for Excellence in Mathematics and Science Teaching
- Screening Committee paper screens applications for Curriculum Commission
- Nominations for 2006 State Board Officers

AGENDA PLANNER 2005-2006

NOVEMBER 2005 (continued)

Other Dates of Interest to the State Board:

- Advisory Commission on Special Education, Sacramento, November 17-18
- Advisory Commission on Charter Schools, Sacramento, November 29

DECEMBER 2005 .....NO MEETING SCHEDULED

Dates of Interest to the State Board:

Curriculum Development and Supplemental Materials Commission, Sacramento, December 1-2

JANUARY 11-12, 2006 .....SACRAMENTO

Board Meeting

- Election of 2006 Board Officers
- Appointment of four members to the Curriculum Commission
- Presentation of the California Teacher of the Year Awards
- United States Senate Youth, presentation of awards
- STAR, update/action as necessary
- CAHSEE, update/action as necessary
- CELDT, update/action as necessary
- No Child Left Behind Act, update/action as necessary
- 2006 Visual and Performing Arts Primary Adoption, appointment of IMAP and CRP members
- 2006 Science Primary Adoption, appointment of IMAP and CRP members

Other Dates of Interest to the State Board:

- Advisory Commission on Charter Schools, Sacramento, January 18
- Advisory Commission on Special Education, Sacramento, January 19-20
- Curriculum Development and Supplemental Materials Commission, Sacramento, January 25-27
- Contract expires for physical fitness test, January 31, 2006

FEBRUARY 2006.....NO MEETING SCHEDULED

Dates of Interest to the State Board:

- Advisory Commission on Special Education, Sacramento, Sacramento, February 23-24

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

Board Meeting

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

AGENDA PLANNER 2005-2006

MARCH 2005 (continued)

Other Dates of Interest to the State Board:

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

APRIL2006 .....NO MEETING SCHEDULED

Dates of Interest to the State Board:

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

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

Board Meeting

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

Dates of Interest to the State Board:

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

JUNE 2006 .....NO MEETING SCHEDULED

Dates of Interest to the State Board:

To be determined

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

Board Meeting

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

Other Dates of Interest to the State Board:

- 2006 Science Primary Adoption, IMAP/CRP deliberations, Sacramento, July 10-13
- 2006 Visual and Performing Arts Primary Adoption, IMAP/CRP deliberations, Sacramento, July 31 – August 3

AGENDA PLANNER 2005-2006

AUGUST 2006.....NO MEETING SCHEDULED

Dates of Interest to the State Board:

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

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

Board Meeting

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

Other Dates of Interest to the State Board:

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

OCTOBER 2006.....NO MEETING SCHEDULED

Dates of Interest to the State Board:

To be determined

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

Board Meeting

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

Other Dates of Interest to the State Board:

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

AGENDA PLANNER 2005-2006

DECEMBER 2006 .....NO MEETING SCHEDULED

Dates of Interest to the State Board:

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

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

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

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

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

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

RECOMMENDATION

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

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

N/A

SUMMARY OF KEY ISSUES

N/A

FISCAL ANALYSIS (AS APPROPRIATE)

N/A

ATTACHMENT(S)

None

ITEM #3

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

SUBJECT	
Seminar on Intervention and Support for High Priority Schools and Districts	☐ **Action** ☒ **Information** ☐ **Public Hearing**

RECOMMENDATION

The California Department of Education (CDE) will present to the State Board of Education (SBE) a seminar on intervention and support for high priority schools and districts including discussion and the presentation of additional information and commentary as the SBE may desire.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The CDE presented a seminar on intervention and support for high priority schools in April 2004. Given the continuing need for one coherent, coordinated system for identifying and intervening in schools with inadequate achievement, the SBE has requested this seminar to better understand the current State and federal systems for high priority and program improvement schools and to explore ways of consolidating efforts in light of limited resources.

SUMMARY OF KEY ISSUES

The seminar on intervention and support for high priority schools and districts is scheduled for May 11, 2005. Specific topics will include:

- Intervention programs under State and federal law
- Overlapping accountability requirements under state and federal law
- Support system for high priority schools and districts
- Proposed strategies for focusing State efforts on the most high priority schools and districts

FISCAL ANALYSIS (AS APPROPRIATE)

This is an information item with no fiscal impact.

ATTACHMENT(S)

Seminar materials will be provided in a Last Minute Memorandum.

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: April 26, 2005

TO: MEMBERS, STATE BOARD OF EDUCATION

FROM: Sue Stickel, Deputy Superintendent
Curriculum and Instruction Branch

RE: Item No. 3

SUBJECT: Seminar on Intervention and Support for High Priority Schools and Districts

Attached to this memorandum is a PowerPoint presentation on high priority schools and districts. The PowerPoint slides will be presented on May 11, 2005, at the State Board of Education-requested seminar. Topics to be covered in the seminar include intervention and support for high priority schools and districts and proposed strategies for aligning state and federal accountability requirements in order to target state efforts on the most high priority schools and districts.

Attachment 1: Intervention and Support for High Priority Schools and Districts
(26 Pages)

JACK O'CONNELL
State Superintendent
of Public Instruction

Intervention and Support for High Priority Schools and Districts

JACK O'CONNELL
State Superintendent
of Public Instruction

Purpose of Presentation

- **To provide background information on state and federal accountability requirements and support systems**

- **To propose a strategy to better align the current accountability system**

JACK O'CONNELL
State Superintendent
of Public Instruction

Accountability Differences Under State and Federal Law

Federal Annual Yearly Progress (AYP) criteria based on Benchmark Model

- **Each school has the same target**
- **All schools must meet Annual Measurable Objectives (AMO)**

State Academic Performance Index (API) criteria based on Growth Model

- **Each school has its own target**
- **Schools are measured on whether they make their target**

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State Superintendent
of Public Instruction

Federal and State School Improvement Initiatives

- **State**
  - **Immediate Intervention/Underperforming Schools Program (II/USP)**
  - **High Priority Schools Grant Program (HPSGP)**
- **Federal**
  - **Comprehensive School Reform (CSR) Program**
  - **Program Improvement (PI)**

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State Superintendent
of Public Instruction

II/USP (PSAA/1999)

- **Voluntary/schools in deciles 1-5**
- **$200/student for up to three years**
- **Must meet growth targets first two years to exit**
- **Must make "significant growth" to avoid state monitoring, in accordance with the State Board of Education (SBE) definition of significant growth**

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State Superintendent
of Public Instruction

II/USP School Participation and Funding

Schools in the II/USP						
Base 2003 Rank	Number of Schools	Total Implementation Funds* (in millons)	Number Exited	Number Under Watch	Number State Monitored**	Total State Monitoring Funds (in millions)
1	316	$238.2	155	126	35	$11.0
2	268	$135.8	164	76	28	$8.1
3	231	$96.5	125	84	21	$7.5
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5	124	$39.3	70	45	9	$3.1
6	66	$20.9	38	20	8	$1.7
7	14	$4.4	11	2	1	$0.1
8	3	$0.6	1	1	1	$0.1
9	1	$0.2	1	0	0	$0.0
No Rank	20	$17.2	6	7	13	$5.2
Closed	35	$10.4	0	0	2	$0.2
Totals	1288	$642.9	696	417	147	$45.1

* Total Implmentation Funds includes II/USP, HPSGP, and CSR funds

**Current number of state-monitored schools is 144 due to approved waivers, closures, or mergers

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State Superintendent
of Public Instruction

II/USP School Participation and PI Status

II/USP Schools on Watch by Participation and Status							
Base 2004 Rank	PI Year 1	PI Year 2	PI Year 3	PI Year 4	PI Year 5	Not in PI	Total
No Rank	3	1	1	0	0	1	6
1	18	15	14	55	0	18	120
2	10	10	13	11	0	38	82
3	10	14	7	6	0	46	83
4	6	5	4	2	0	45	62
5	1	2	1	1	0	32	37
6	1	1	1	0	0	18	21
7	0	0	0	0	0	5	5
8	0	0	0	0	0	1	1
Total	49	48	41	75	0	204	417

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HPSGP (AB 961/2001)

- **Decile 1 schools**
- **$400/student for up to four years**
- **Increased district involvement**
- **Enhanced focus on SBE-adopted materials and training**
- **Required annual data submission**
- **SBE defines significant growth**

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State Superintendent
of Public Instruction

HPSGP School Participation and Funding

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Closed	1	$0.0	N/A	N/A	N/A	N/A
Totals	351	$411.5	157	163	30	322

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State Superintendent
of Public Instruction

HPSGP School Participation and PI Status

HPSGP Schools* by PI Status and Decile Rank							
Base 04 Rank	**PI Year 1**	**PI Year 2**	**PI Year 3**	**PI Year 4**	**PI Year 5**	**Not in PI**	**Total**
No Rank	1	1	0	1	0	8	11
1	49	46	7	39	4	28	173
2	33	8	10	19	0	50	120
3	6	0	1	3	0	21	31
4	1	0	0	0	0	10	11
5	0	0	1	0	0	3	4
Total	90	55	19	62	4	120	350

* 1 HPSGP school has closed.

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State-Monitored Schools (PSAA/1999)

- **Schools failing to make significant growth become state-monitored**
- **State Superintendent of Public Instruction (SSPI) recommends, and SBE approves sanction**
- ***Education Code* Section 52055.5: state assumes all legal responsibilities for school, reassigns principal subject to a hearing process and findings, and selects one or more of eight sanctions.**
- ***Education Code* Section 52055.51: alternative sanction requires the district to contract for a School Assistance and Intervention Team (SAIT).**

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Education Code 52055.5 Sanction Options

- **Revise attendance options for pupils to allow them to attend any public school in which space is available.**
- **Allow parents to apply directly to the SBE for the establishment of a charter school.**
- **Under the supervision of the SSPI, assign the management of the school to a college, university, county office of education, or other appropriate educational institution.**
- **Reassign other certificated employees of the school.**

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Education Code 52055.5 Sanction Options (cont'd)

- **Renegotiate a new collective bargaining agreement at the expiration of the existing collective bargaining agreement.**
- **Reorganize the school.**
- **Close the school.**
- **Place a trustee at the school to monitor and review the operation of the school.**

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State-Monitored Schools

- **Currently, 144 schools are implementing SAIT, and districts have retained duties and responsibilities for the schools.**

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State Superintendent
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State-Monitored Schools

State-Monitored Schools by PI Year and Decile Rank							
Base 2004 Rank	Total	PI Year 1	PI Year 2	PI Year 3	PI Year 4	Not in PI	Not Title I
Decile 1	40	6	14	2	13	2	3
Decile 2	35	5	7	5	3	12	3
Decile 3	29	5	8	1	1	10	4
Decile 4	19	1	N/A	1	N/A	13	4
Decile 5	15	1	1	2	1	7	3
Decile 6	2	N/A	N/A	N/A	N/A	1	1
Decile 7	2	N/A	1	N/A	N/A	1	N/A
No Decile	2	N/A	N/A	1	1	N/A	N/A
Total	**144**	**18**	**31**	**12**	**19**	**46**	**18**

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SAIT Schools by 36-Month Monitoring Timeline

State-Monitored Schools (SAIT): 36-Month Monitoring			
SAIT Assignment Date	**Number of Schools**	**Number of Schools Remaining**	**36 Month Monitoring *Education Code* 52055.55(b)**
03/2003	24	6	03/2006
11/2003	19	17	11/2006
01/2004	13	13	01/2007
03/2004	1	1	03/2007
09/2004	73	72	09/2007
11/2004	19	18	11/2007
01/2005	1	0	01/2008
03/2005	17	17	03/2008
Total	167	144	

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Six State-Monitored Schools by Decile Rank and Performance

Six State-Monitored Schools by Decile Rank and Performance							
District	School	Cohort	2004 Decile Rank	2003 Growth	2003 Schoolwide	2004 Growth	2004 Schoolwide
Lamont Elementary	Alicante Avenue Elementary	1	2	84	Yes	-22	No
Madera Unified	Eastin-Arcola Elementary	1	1	45	Yes	-9	No
Wilsona Elementary	Wilsona Elementary	1	5	36	Yes	-9	No
Cajon Valley Union Elementary	Lexington Elementary	1	2	60	Yes	-23	No
Antelope Valley Union High	Antelope Valley High	1	3	-3	No	50	Yes
Bakersfield City Elementary	Compton Junior High	1	2	54	Yes	-27	No

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Comprehensive School Reform (CSR/1999)

- **Federally-funded initiative similar to California school improvement programs**
- **$200 or $400/student for three years**
- **Selected CSR schools also may be participating in HPSGP, II/USP, and PI**
- **332 schools funded since 1999 for a total of $197 million**
- **President proposed deleting CSR from FY 2006 Budget**

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CSR School Participation and PI Status

CSR Schools* by PI Status and Decile Rank							
Base 2004 Rank	PI Year 1	PI Year 2	PI Year 3	PI Year 4	PI Year 5	Not in PI	Total
No Rank	4	0	0	0	0	2	6
1	38	33	7	23	4	8	113
2	23	35	3	15	1	30	107
3	10	13	3	2	0	18	46
4	6	2	6	0	0	21	35
5	0	0	4	0	0	13	17
6	0	0	0	1	0	6	7
7	0	0	0	0	0	1	1
Total	81	83	23	41	5	99	332

* 2 CSR schools have closed.

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PI Schools

- **Title I funded schools that fail to make AYP two years in a row become subject to PI**
- **Districts intervene in PI schools**
- **Graduated district interventions are locally supported and after five years of not making AYP require planning for alternative governance**

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PI Requirements

	PI Year 1	PI Year 2	PI Year 3	PI Year 4	PI Year 5
Revise and implement local plan	X	X	X	X	X
Provide choice	X	X	X	X	X
Provide supplemental services		X	X	X	X
District takes local corrective action			X	X	X
Plan for alternative governance				X	X
Implement alternative governance					X

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PI School Participation in Multiple Programs

Schools in Multiple Programs	PI Year 1	PI Year 2	PI Year 3	PI Year 4	PI Year 5	Total
PI	649	503	174	265	10	1601
II/USP	205	171	92	158	0	626
HPSGP	174	87	48	169	9	487
State Monitored	18	31	12	19	0	80
CSR	81	83	23	41	5	233

Note: Schools may participate in more than one of the programs listed above, resulting in multiple counts.

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School Participation in Accountability Programs

Program(s)				Schools
HP				120
II/USP				524
CSR				72
PI				588
HP	II/USP			42
HP	CSR			2
HP	PI			230
II/USP	PI			355
II/USP	CSR			47
CSR	PI			102
HP	II/USP	CSR		13
HP	II/USP	PI		191
HP	CSR	PI		16
II/USP	CSR	PI		46
HP	II/USP	CSR	PI	34

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Multiple and Conflicting School Exit Requirements

PI	Two consecutive years of making AYP
II/USP after first two years of implementation	Two consecutive years of making API growth targets
II/USP "on watch"	One year of making API growth targets
II/USP in sanction	Two consecutive years of making API significant growth
HPSGP	Awaiting legislation

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New: PI Districts

- **Identified based on meeting two tests:**
  - **District failed AYP**
  - **All grade spans failed AYP**
- **Must notify parents**
- **Must reserve 10% of funds for professional development**
- **Must revise Local Educational Agency (LEA) Plan with assistance from external entity**
- **Receive $50,000 plus $10,000 per school**
- **Must meet AYP two years in a row to exit**

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Reasons for Identification

- **AYP Component**
  - **83% missed annual measurable objective only**
  - **14% participation rate only**
- **Content Area**
  - **51% English-language arts (ELA) only**
  - **9% mathematics only**
  - **40% ELA and mathematics**

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PI Districts: Future

- **The CDE anticipates identifying a small number of additional PI LEAs in September 2005 and in 2006 approximately 250 to 350 additional LEAs.**

- **The California State Education Agency must engage in PI LEA Corrective Action by September 1, 2007, for any district that advances to Year 3 of LEA PI based on 2005-06 and 2006-07 data.**

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An Overview of Support for High Priority Schools and Districts

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of Public Instruction

Features of SAIT Process

- **Focus on reading/language arts and mathematics, and the Essential Program Components**
- **Use of grade-span specific Academic Program Surveys and rating scales to guide corrective actions**
- **Support for implementation of Essential Program Components**

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Two-Level SAIT Process

- **Level I: Verification of Essential Program Components**

- **Level II: If necessary, more in-depth analysis of why Essential Program Components are not working**

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of Public Instruction

SAIT Organized Around Verification of Essential Program Components

1) **Most recent SBE-adopted or standards-aligned instructional programs, including interventions for reading/language arts and mathematics**

2) **Implementation of K-8 required instructional time; 9-12 master schedule reflects effective use of time**

3) **AB 75 Principal Training Program**

4) **Substantial number of fully credentialed teachers; teachers attend AB 466 Mathematics and Reading Professional Development Programs**

5) **System for assessing, reporting, and monitoring student progress**

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SAIT Organized Around Verification of Essential Program Components

6) **Instructional assistance and support for teachers of reading/language arts and mathematics/algebra**

7) **Facilitation and support of teacher grade level or department collaboration to plan and discuss lesson delivery**

8) **Preparation and distribution of an annual district/schoolwide pacing schedule**

9) **Appropriate use of general and categorical funds to support program goals in the school plan**

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SAIT Teams

- **SAIT Providers selected based on SBE-adopted criteria**
- **Approval of SAIT Leads based on evidence of effective experience in high priority schools**
- **District selects and contracts with an approved provider organization**

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District/School Liaison Team

- **Works with SAIT Provider**
- **Supports completion of Academic Program Survey**
- **Facilitates communication among SAIT members, district, school, and parent community**
- **Supports corrective actions**

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State Superintendent
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Recommended Findings and Corrective Actions

- **Adopted by local governing boards**
- **Supported by technical assistance from SAIT**
- **Funded with $150/student for up to three years**
- **Documented support on password-protected Web site**
- **Monitored quarterly by SAIT Provider with reports to SBE and CDE**

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of Public Instruction

Who provides what support?

- **School districts provide professional development and technical assistance for PI schools and other schools in difficulty.**

- **State provides a statewide system of school support for PI districts and schools delivered through the county offices.**

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State Superintendent
of Public Instruction

Support (cont'd)

- **The Regional System of District and School Support (organized within the county office structure) provides services to PI districts and districts with large numbers of PI schools.**

- **County office technical assistance is aligned with the SAIT process.**

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of Public Instruction

State Support for PI Districts

- **Communication/meetings**
- **Webcast on use of state tools**
- **Customized technical assistance based upon why district went into PI**
- **Support for PI LEA Plans**

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State Support for PI Districts: Future

- **Given projected increases in PI Districts, state will need to triage intensity of technical assistance and support**

- **API exists as a potential system for differentiating support**

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Concepts for Aligning Federal and State Accountability

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Note: Schools may participate in more than one of the programs listed above, resulting in multiple counts.

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Central Concerns

- **The state may not be concentrating its resources where they are most needed.**
- **The capacity of the state to intervene directly in schools is limited.**

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Central Concerns (cont'd)

- **Abundant, overlapping federal and state accountability requirements reduce coherence for underperforming schools and districts.**

- **The number of state-monitored schools requiring state intervention is growing at the same time the state is identifying PI districts which require state intervention.**

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Principles for Aligning Federal and State Accountability Requirements

- **Schools need clear, easily understood expectations for student performance.**
- **School interventions should focus on those activities which will most effectively improve student achievement of targeted groups.**
- **Districts need support to improve their capacity to work with underperforming schools.**

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Alignment of NCLB and PSAA School Accountability

Legislative action is required

	Meet Growth Targets (GT)	Make Significant Growth (SG)	Fail to Make SG
Decile Ranks 6-10	1. Exit Accountability (Title I do not exit PI without meeting AYP)	2. Exit Accountability (Title I do not exit PI without meeting AYP)	3. Exit Accountability (Title I do not exit PI without meeting AYP)
Decile Ranks 3-5	4. Exit Accountability (Title I do not exit PI without meeting AYP)	5. Graduated district intervention consistent with NCLB and HP requirements	6. Graduated district intervention consistent with NCLB and HP requirements
Decile Ranks 1-2	7. Exit Accountability (Title I do not exit PI without meeting AYP)	8. Graduated district intervention consistent with NCLB and HP requirements	9. II/USP and HP schools remain subject to PSAA accountability.

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Alignment of NCLB and PSAA School Accountability

- **All schools in decile ranks 6-10 exit**
- **Schools in decile ranks 1-5 that meet their growth targets exit**

	Meet Growth Targets (GT)	Make Significant Growth (SG)	Fail to Make SG
Decile Ranks 6-10	1. Exit Accountability (Title I do not exit PI without meeting AYP)	2. Exit Accountability (Title I do not exit PI without meeting AYP)	3. Exit Accountability (Title I do not exit PI without meeting AYP)

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Alignment of NCLB and PSAA School Accountability

- State intervenes in most needy decile rank 1 and 2 schools, those that failed to make significant growth

	Meet Growth Targets (GT)	Make Significant Growth (SG)	Fail to Make SG
Decile Ranks 1-2	7. Exit Accountability (Title I do not exit PI without meeting AYP)	8. Graduated district intervention consistent with NCLB and HP requirements	9. II/USP and HP schools remain subject to PSAA accountability.

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State Superintendent
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Alignment of NCLB and PSAA School Accountability

- **Any remaining schools are placed under local accountability**

	Meet Growth Targets (GT)	Make Significant Growth (SG)	Fail to Make SG
Decile Ranks 3-5	4. Exit Accountability (Title I do not exit PI without meeting AYP)	5. Graduated district intervention consistent with NCLB and HP requirements	6. Graduated district intervention consistent with NCLB and HP requirements

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Ideas About Aligning State and Federal Accountability Systems: Effects on Districts

- **Districts are already responsible for systems of support for their PI schools. This alignment of federal and state systems will increase districts' capacity to support all of their schools.**

- **Districts will increasingly be identified in PI so state should focus its work on building district capacity.**

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State Superintendent
of Public Instruction

Consequences of Taking Proposed Actions

- **All schools will become subject to AYP as the primary accountability measure, although API will be used to target graduated technical assistance.**

- **Most schools in state accountability programs will be released to local corrective actions and monitoring.**

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State Superintendent
of Public Instruction

Consequences of Taking Proposed Actions

- **Lowest performing schools (deciles 1 and 2) will be carefully monitored.**

- **State will concentrate its interventions on development of District Assistance and Intervention Teams required for LEAs in Corrective Action and for tools to assist districts implementing school support teams.**

AAV Intervention/Support for High Priority Schools

Accessible Alternative Version of a PowerPoint posted as an attachment to Item 3 on the May 2005 Stage Board Agenda.

This is a text version of the Item 3 Last Minute Memorandum Attachment 1 (PPT; 302KB; 51pp.) posted with Item 3 on the May 2005 State Board of Education Agenda.

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2	33	8	10	19	0	50	120
3	6	0	1	3	0	21	31
4	1	0	0	0	0	10	11
5	0	0	1	0	0	3	4
Total	90	55	19	62	4	120	350

* 1 HPSGP school has closed.

State-Monitored Schools (PSAA/1999)

- Schools failing to make significant growth become state-monitored
- State Superintendent of Public Instruction (SSPI) recommends, and SBE approves sanction
- *Education Code* Section 52055.5: state assumes all legal responsibilities for school, reassigns principal subject to a hearing process and findings, and selects one or more of eight sanctions.
- *Education Code* Section 52055.51: alternative sanction requires the district to contract for a School Assistance and Intervention Team (SAIT).

Education Code 52055.5 Sanction Options

- Revise attendance options for pupils to allow them to attend any public school in which space is available.
- Allow parents to apply directly to the SBE for the establishment of a charter school.
- Under the supervision of the SSPI, assign the management of the school to a college, university, county office of education, or other appropriate educational institution.
- Reassign other certificated employees of the school.
- Renegotiate a new collective bargaining agreement at the expiration of the existing collective bargaining agreement.
- Reorganize the school.
- Close the school.
- Place a trustee at the school to monitor and review the operation of the school.

State-Monitored Schools

- Currently, 144 schools are implementing SAIT, and districts have retained duties and responsibilities for the schools.

State-Monitored Schools

State-Monitored Schools by PI Year and Decile Rank

Base 2004 Rank	Total	PI Year 1	PI Year 2	PI Year 3	PI Year 4	Not in PI	Not Title I
Decile 1	40	6	14	2	13	2	3
Decile 2	35	5	7	5	3	12	3
Decile 3	29	5	8	1	1	10	4
Decile 4	19	1	N/A	1	N/A	13	4
Decile 5	15	1	1	2	1	7	3
Decile 6	2	N/A	N/A	N/A	N/A	1	1

Decile 7	2	N/A	1	N/A	N/A	1	N/A
No Decile	2	N/A	N/A	1	1	N/A	N/A
Total	144	18	31	12	19	46	18

SAIT Schools by 36-Month Monitoring Timeline

State-Monitored Schools (SAIT): 36-Month Monitoring

SAIT Assignment Date	Number of Schools	Number of Schools Remaining	36 Month Monitoring Education Code 52055.55(b)
03/2003	24	6	03/2006
11/2003	19	17	11/2006
01/2004	13	13	01/2007
03/2004	1	1	03/2007
09/2004	73	72	09/2007
11/2004	19	18	11/2007
01/2005	1	0	01/2008
03/2005	17	17	03/2008
Total	167	144	

Six State-Monitored Schools by Decile Rank and Performance

District	School	Cohort	2004 Decile Rank	2003 Growth	2003 Schoolwide	2004 Growth	2004 Schoolwide
Lamont Elementary	Alicante Avenue Elementary	1	2	84	Yes	-22	No
Madera Unified	Eastin-Arcola Elementary	1	1	45	Yes	-9	No
Wilsona Elementary	Wilsona Elementary	1	5	36	Yes	-9	No
Cajon Valley Union Elementary	Lexington Elementary	1	2	60	Yes	-23	No
Antelope Valley Union High	Antelope Valley High	1	3	-3	No	50	Yes
Bakersfield City Elementary	Compton Junior High	1	2	54	Yes	-27	No

Comprehensive School Reform (CSR/1999)

- Federally-funded initiative similar to California school improvement programs
- $200 or $400/student for three years
- Selected CSR schools also may be participating in HPSGP, II/USP, and PI
- 332 schools funded since 1999 for a total of $197 million
- President proposed deleting CSR from FY 2006 Budget

CSR School Participation and PI Status

CSR Schools* by PI Status and Decile Rank

Base 2004 Rank	PI Year 1	PI Year 2	PI Year 3	PI Year 4	PI Year 5	Not in PI	Total
No Rank	4	0	0	0	0	2	6

1	38	33	7	23	4	8	113
2	23	35	3	15	1	30	107
3	10	13	3	2	0	18	46
4	6	2	6	0	0	21	35
5	0	0	4	0	0	13	17
6	0	0	0	1	0	6	7
7	0	0	0	0	0	1	1
Total	81	83	23	41	5	99	332

* 2 CSR schools have closed.

PI Schools

- Title I funded schools that fail to make AYP two years in a row become subject to PI
- Districts intervene in PI schools
- Graduated district interventions are locally supported and after five years of not making AYP require planning for alternative governance

PI Requirements

	PI Year 1	PI Year 2	PI Year 3	PI Year 4	PI Year 5
Revise and implement local plan	X	X	X	X	X
Provide choice	X	X	X	X	X
Provide supplemental services		X	X	X	X
District takes local corrective action			X	X	X
Plan for alternative governance				X	X
Implement alternative governance					X

PI School Participation in Multiple Programs

Schools in Multiple Programs	PI Year 1	PI Year 2	PI Year 3	PI Year 4	PI Year 5	Total
PI	649	503	174	265	10	1601
II/USP	205	171	92	158	0	626
HPSGP	174	87	48	169	9	487
State Monitored	18	31	12	19	0	80
CSR	81	83	23	41	5	233

Note: Schools may participate in more than one of the programs listed above, resulting in multiple counts.

School Participation in Accountability Programs

Program(s)	Schools
HP	120
II/USP	524
CSR	72
PI	588
HP, II/USP	42
HP, CSR	2

HP, PI	230
II/USP, PI	355
II/USP, CSR	47
CSR, PI	102
HP, II/USP, CSR	13
HP, II/USP, PI	191
HP, CSR, PI	16
II/USP, CSR, PI	46
HP, II/USP, CSR, PI	34

Multiple and Conflicting School Exit Requirements

PI	**Two consecutive years of making AYP**
II/USP after first two years of implementation	**Two consecutive years of making API growth targets**
II/USP "on watch"	**One year of making API growth targets**
II/USP in sanction	**Two consecutive years of making API significant growth**
HPSGP	**Awaiting legislation**

New: PI Districts

- Identified based on meeting two tests:
  - District failed AYP
  - All grade spans failed AYP
- Must notify parents
- Must reserve 10% of funds for professional development
- Must revise Local Educational Agency (LEA) Plan with assistance from external entity
- Receive $50,000 plus $10,000 per school
- Must meet AYP two years in a row to exit

Reasons for Identification

- AYP Component
  - 83% missed annual measurable objective only
  - 14% participation rate only
- Content Area
  - 51% English-language arts (ELA) only
  - 9% mathematics only
  - 40% ELA and mathematics

PI Districts: Future

- The CDE anticipates identifying a small number of additional PI LEAs in September 2005 and in 2006 approximately 250 to 350 additional LEAs.
- The California State Education Agency must engage in PI LEA Corrective Action by September 1, 2007, for any district that advances to Year 3 of LEA PI based on 2005-06 and 2006-07 data.

An Overview of Support for High Priority Schools and Districts

Features of SAIT Process

- Focus on reading/language arts and mathematics, and the Essential Program Components

- Use of grade-span specific Academic Program Surveys and rating scales to guide corrective actions
- Support for implementation of Essential Program Components

Two-Level SAIT Process

- Level I: Verification of Essential Program Components
- Level II: If necessary, more in-depth analysis of why Essential Program Components are not working

SAIT Organized Around Verification of Essential Program Components

1. Most recent SBE-adopted or standards-aligned instructional programs, including interventions for reading/language arts and mathematics
2. Implementation of K-8 required instructional time; 9-12 master schedule reflects effective use of time
3. AB 75 Principal Training Program
4. Substantial number of fully credentialed teachers; teachers attend AB 466 Mathematics and Reading Professional Development Programs
5. System for assessing, reporting, and monitoring student progress
6. Instructional assistance and support for teachers of reading/language arts and mathematics/algebra
7. Facilitation and support of teacher grade level or department collaboration to plan and discuss lesson delivery
8. Preparation and distribution of an annual district/schoolwide pacing schedule
9. Appropriate use of general and categorical funds to support program goals in the school plan

SAIT Teams

- SAIT Providers selected based on SBE-adopted criteria
- Approval of SAIT Leads based on evidence of effective experience in high priority schools
- District selects and contracts with an approved provider organization

District/School Liaison Team

- Works with SAIT Provider
- Supports completion of Academic Program Survey
- Facilitates communication among SAIT members, district, school, and parent community
- Supports corrective actions

Recommended Findings and Corrective Actions

- Adopted by local governing boards
- Supported by technical assistance from SAIT
- Funded with $150/student for up to three years
- Documented support on password-protected Web site
- Monitored quarterly by SAIT Provider with reports to SBE and CDE

Who provides what support?

- School districts provide professional development and technical assistance for PI schools and other schools in difficulty.
- State provides a statewide system of school support for PI districts and schools delivered through the county offices.
- The Regional System of District and School Support (organized within the county office structure) provides services to PI districts and districts with large numbers of PI schools.
- County office technical assistance is aligned with the SAIT process.

State Support for PI Districts

- Communication/meetings
- Webcast on use of state tools
- Customized technical assistance based upon why district went into PI
- Support for PI LEA Plans

State Support for PI Districts: Future

- Given projected increases in PI Districts, state will need to triage intensity of technical assistance and support
- API exists as a potential system for differentiating support

Concepts for Aligning Federal and State Accountability

PI School Participation in Multiple Programs

Schools in Multiple Programs	PI Year 1	PI Year 2	PI Year 3	PI Year 4	PI Year 5	Total
PI	649	503	174	265	10	1601
II/USP	205	171	92	158	0	626
HPSGP	174	87	48	169	9	487
State Monitored	18	31	12	19	0	80
CSR	81	83	23	41	5	233

Note: Schools may participate in more than one of the programs listed above, resulting in multiple counts.

Central Concerns

- The state may not be concentrating its resources where they are most needed.
- The capacity of the state to intervene directly in schools is limited.
- Abundant, overlapping federal and state accountability requirements reduce coherence for underperforming schools and districts.
- The number of state-monitored schools requiring state intervention is growing at the same time the state is identifying PI districts which require state intervention.

Principles for Aligning Federal and State Accountability Requirements

- Schools need clear, easily understood expectations for student performance.
- School interventions should focus on those activities which will most effectively improve student achievement of targeted groups.
- Districts need support to improve their capacity to work with underperforming schools.

Alignment of NCLB and PSAA School Accountability

Legislative action is required

Decile Ranks	Meet Growth Targets (GT)	Make Significant Growth (SG)	Fail to Make SG
Decile Ranks 6-10	1. Exit Accountability (Title I do not exit PI without meeting AYP)	2. Exit Accountability (Title I do not exit PI without meeting AYP)	3. Exit Accountability (Title I do not exit PI without meeting AYP)
Decile Ranks 3-5	4. Exit Accountability (Title I do not exit PI without meeting AYP)	5. Graduated district intervention consistent with NCLB and HP requirements	6. Graduated district intervention consistent with NCLB and HP requirements
Decile Ranks 1-2	7. Exit Accountability (Title I do not exit PI without meeting AYP)	8. Graduated district intervention consistent with NCLB and HP requirements	9. II/USP and HP schools remain subject to PSAA accountability.

- All schools in decile ranks 6-10 exit
- Schools in decile ranks 1-5 that meet their growth targets exit

	Meet Growth Targets (GT)	Make Significant Growth (SG)	Fail to Make SG
Decile Ranks 6-10	1. Exit Accountability (Title I do not exit PI without meeting AYP)	2. Exit Accountability (Title I do not exit PI without meeting AYP)	3. Exit Accountability (Title I do not exit PI without meeting AYP)

Alignment of NCLB and PSAA School Accountability

- State intervenes in most needy decile rank 1 and 2 schools, those that failed to make significant growth

	Meet Growth Targets (GT)	Make Significant Growth (SG)	Fail to Make SG
Decile Ranks 1-2	7. Exit Accountability (Title I do not exit PI without meeting AYP)	8. Graduated district intervention consistent with NCLB and HP requirements	9. II/USP and HP schools remain subject to PSAA accountability.

Alignment of NCLB and PSAA School Accountability

- Any remaining schools are placed under local accountability

	Meet Growth Targets (GT)	Make Significant Growth (SG)	Fail to Make SG
Decile Ranks 3-5	4. Exit Accountability (Title I do not exit PI without meeting AYP)	5. Graduated district intervention consistent with NCLB and HP requirements	6. Graduated district intervention consistent with NCLB and HP requirements

Ideas About Aligning State and Federal Accountability Systems: Effects on Districts

- Districts are already responsible for systems of support for their PI schools. This alignment of federal and state systems will increase districts' capacity to support all of their schools.
- Districts will increasingly be identified in PI so state should focus its work on building district capacity.

Consequences of Taking Proposed Actions

- All schools will become subject to AYP as the primary accountability measure, although API will be used to target graduated technical assistance.
- Most schools in state accountability programs will be released to local corrective actions and monitoring.

Consequences of Taking Proposed Actions

- Lowest performing schools (deciles 1 and 2) will be carefully monitored.
- State will concentrate its interventions on development of District Assistance and Intervention Teams required for LEAs in Corrective Action and for tools to assist districts implementing school support teams.

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

Last Reviewed: Thursday, July 07, 2011

ITEM #4

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

SUBJECT	
Immediate Intervention/Underperforming Schools Program (II/USP) and High Priority Schools Grant Program (HPSGP): Adopt Title 5 Regulations Sections 1030.5 and 1030.6: Definition of Significant Growth and Criteria to Demonstrate Academic Growth for II/USP and HPSGP Schools Without Valid APIs	☒ **Action** ☒ **Information** ☐ **Public Hearing**

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) adopt the revised regulations and send them forward to the Office of Administrative law for final approval.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE at the September 2004 meeting approved the commencement of the rulemaking process for the proposed regulations. The CDE was directed to provide a 45-day public comment period and conduct a public hearing on November 2, 2004.

Following the 45-day public comment period and the public hearing, the SBE approved a definition of significant growth with technical revisions at its November 2004 meeting that was circulated for a 15-day public comment period. One late comment was received seven days after the 15-day public comment period had closed.

At the January 2005 SBE meeting, in addressing the public comment, the CDE presented several new options for defining significant growth for HPSGP schools. At that meeting, the SBE expressed concern about the number and complexity of overlapping initiatives to support high priority schools and the capacity of the system to support them. The SBE took no action on the significant growth definition and directed staff to prepare information on the numbers and performance of schools in the various underperforming schools initiatives and the capacity of the system to support these schools.

At its March 2005 meeting, the SBE approved the staff's recommendation (Option 6) as the definition of significant growth for High Priority schools. The CDE was directed to send the amended regulations out for a second 15-day public comment period and then to return the amended regulations for further consider by the SBE regardless of whether comments were received during the second 15-day public comment period.

SUMMARY OF KEY ISSUES

There were no comments received during the second15-day public comment period for the definition of significant growth for the HPSGP. An updated Final Statement of Reasons and the revised regulations accompany this document.

FISCAL ANALYSIS (AS APPROPRIATE)

Any school that becomes state-monitored would not receive HPSGP funding for its fourth year. This results in unspecified cost savings in general funds. However, this could be offset by whatever funds are appropriated to schools in sanctions.

There is currently no statutory authority that automatically appropriates funds for HPSGP schools subject to sanctions. This issue will be considered in the next state budget cycle. Therefore, no further fiscal analysis is possible at this time.

ATTACHMENT(S)

Attachment 1: Title 5. Education, Division 1. California Department of Education, Chapter 2. Pupils, Subchapter 4. Statewide Testing of Pupils and Evaluation Procedures, Article 1.6. Definition of Significant Growth and Criteria to Demonstrate Significant Growth for II/USP and HPSGP Schools Without Valid APIs (2 Pages)

Attachment 2: Final Statement of Reasons (1 Page)

Title 5. EDUCATION

Division 1. California Department of Education

Chapter 2. Pupils

Subchapter 4. Statewide Testing of Pupils and Evaluation Procedures

Article 1.6. Definition of Significant Growth and Criteria to Demonstrate Significant Growth for II/USP and HPSGP Schools Without Valid APIs

§ 1030.5. Definition of Significant Growth for II/USP Schools.

~~A school achieves significant growth when its schoolwide Academic Performance Index (API) growth is greater than zero and less than its API growth target, or when the school achieves its schoolwide API growth target but fails to make API growth targets for at least one subgroup.~~ A school **participating in the Immediate Intervention/Underperforming Schools Program (II/USP)** achieves significant growth when its schoolwide Academic Performance Index (API) growth is greater than zero and **the school does not achieve** ~~**less than**~~ its API growth target pursuant to Education Code Section 52052(c).

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 52052(c) et seq, **and** 52053 et seq. ~~**and 52055.650 et seq.**~~, Education Code.

§ 1030.6. Criteria to Demonstrate ~~**Academic**~~ **Significant Growth for II/USP** ~~**and HPSGP**~~ **Schools Without Valid APIs.**

Schools participating in the ~~**Immediate Intervention/Underperforming Schools Program (**~~II/USP~~**) and the High Priority Schools Grant Program (HPSGP)**~~ without a valid API score demonstrate **academic** ~~**significant**~~ growth when the weighted average percent proficient ~~**and above**~~ across all California Standards Tests in (a) English/language arts and (b) mathematics increased by at least one percentage point from the prior year to the year in which they have an invalid score. For purposes of this ~~**assessment**~~ **calculation, there shall be no rounding**, 0.99 does not equal 1.00.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 52053 et seq. ~~**And 52055.650 et seq.**~~, Education Code.

§ 1030.7. Definition of Significant Growth for HPSGP Schools.

A school participating in the High Priority Schools Grant Program (HPSGP) achieves significant growth when its combined growth is equal to or greater than ten API points on the Academic Performance Index (API) over the last three years it participates in the program and also achieves positive API growth in two of the last three years.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 52052(c) et seq. and 52055.650 et seq., Education Code.

§ 1030.8. Criteria to Demonstrate Academic Growth for HPSGP Schools Without Valid APIs.

Schools participating in the HPSGP without a valid API score in at least one out of three years demonstrate significant growth when the schools' weighted average percent proficient across all California Standards Tests in (a) English/language arts and (b) mathematics increases by at least two percentage points over the prior three year period. For purposes of this calculation, there shall be no rounding.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 52052(c) et seq. and 52055.650 et seq., Education Code.

03-08-05

FINAL STATEMENT OF REASONS

Definition of Significant Growth and Criteria to Demonstrate Academic Growth for II/USP and HPSGP Schools Without Valid APIs

UPDATE OF INITIAL STATEMENT OF REASONS

California *Education Code* Section 52052(c) addresses growth targets including subgroups making growth targets. Staff analysis of the proposed regulation determined it is not necessary to refer specifically to subgroup performance in the regulation.

SUMMARY AND RESPONSE TO COMMENTS RECEIVED DURING THE INITIAL NOTICE PERIOD OF SEPTEMBER 17, 2004 THROUGH NOVEMBER 2, 2004

The text was made available to the public from September 17, 2004 through November 2, 2004. No comments were received in response to the proposed regulations.

COMMENTS RECEIVED DURING THE PERIOD THE 15-DAY NOTICE AND PROPOSED REGULATION TEXT WAS AVAILABLE TO THE PUBLIC

The modified text was made available to the public from November 16, 2004 through November 30, 2004, inclusive. The State Board of Education (SBE) received one comment from the Department of Finance; however, the comment was received on December 7, 2004, after the closing of the public comment period.

COMMENTS RECEIVED DURING THE PERIOD THE SECOND 15-DAY NOTICE AND PROPOSED REGULATION TEXT WAS AVAILABLE TO THE PUBLIC

The modified text was made available to the public from March 18, 2005 through April 1, 2005, inclusive. The SBE received no comments.

ALTERNATIVES DETERMINATION

The SBE has determined that no alternative would be more effective in carrying out the purpose for which the regulation is proposed or would be as effective and less burdensome to affected private persons than the proposed regulation.

LOCAL MANDATE DETERMINATION

The proposed regulations do not impose any mandate on local agencies or school districts.

REGULATIONS TO BECOME EFFECTIVE UPON FILING

The proposed regulation must become effective upon filing in order to implement provisions within the statute governing the HPSGP and the II/USP.

04-05-05

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: January 5, 2012

TO: MEMBERS, STATE BOARD OF EDUCATION

FROM: Sue Stickel, Deputy Superintendent
Curriculum and Instruction Branch

RE: Item No. 5

SUBJECT: Immediate Intervention/Underperforming Schools Program (II/USP) and High Priority Schools Grant Program (HPSGP): Adopt Title 5 Regulations Sections 1030.5 and 1030.6: Definition of Significant Growth and Criteria to Demonstrate Academic Growth for II/USP and HPSGP Schools Without Valid APIs

In a final staff review of the regulatory language presented in this item, a minor technical error was discovered. The words “academic” and “significant” were inadvertently transposed in the title and text of proposed Section 1030.8.

The California Department of Education recommends that the State Board of Education (SBE) approve amendments to correct the technical error, send the amended regulations out for the required 15-day public comment period, and, if no objections are received, direct CDE staff to complete the rulemaking process and submit the regulations to the Office of Administrative Law for approval.

Attachment 1: Title 5. Education, Division 1. State Department of Education, Chapter 2. Pupils, Subchapter 4. Statewide Testing of Pupils and Evaluation Procedures, Article 1.6. Definition of Significant Growth (2 pages)

Title 5. EDUCATION

Division 1. California Department of Education

Chapter 2. Pupils

Subchapter 4. Statewide Testing of Pupils and Evaluation Procedures

Article 1.6. Definition of Significant Growth and Criteria to Demonstrate Significant Growth for II/USP and HPSGP Schools Without Valid APIs

§ 1030.5. Definition of Significant Growth for II/USP Schools.

~~A school achieves significant growth when its schoolwide Academic Performance Index (API) growth is greater than zero and less than its API growth target, or when the school achieves its schoolwide API growth target but fails to make API growth targets for at least one subgroup.~~ A school **participating in the Immediate Intervention/Underperforming Schools Program (II/USP)** achieves significant growth when its schoolwide Academic Performance Index (API) growth is greater than zero and **the school does not achieve** ~~**less than**~~ its API growth target pursuant to Education Code ~~S~~section 52052(c).

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 52052~~(c)~~ et seq. **and** 52053 et seq. ~~**and 52055.650 et seq.**~~, Education Code.

§ 1030.6. Criteria to Demonstrate ~~Academic~~ Significant Growth for II/USP ~~and HPSGP~~ Schools Without Valid APIs.

Schools participating in the ~~**Immediate Intervention/Underperforming Schools Program (**~~II/USP~~**) and the High Priority Schools Grant Program (HPSGP)**~~ without a valid API score demonstrate **academic** ~~**significant**~~ growth when the weighted average percent proficient ~~**and above**~~ across all California Standards Tests in (a) English/language arts and (b) mathematics increased by at least one percentage point from the prior year to the year in which they have an invalid score. For purposes of this ~~**assessment**~~ **calculation, there shall be no rounding**, 0.99 does not equal 1.00.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 52053 et seq. ~~**And 52055.650 et seq.**~~, Education Code.

§ 1030.7. Definition of Significant Growth for HPSGP Schools.

A school participating in the High Priority Schools Grant Program (HPSGP) achieves significant growth when its combined growth is equal to or greater than ten API points on the Academic Performance Index (API) over the last three years it participates in the program and also achieves positive API growth in two of the last three years.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 52052~~(c)~~ et seq. and 52055.650 et seq., Education Code.

§ 1030.8. Criteria to Demonstrate ~~*ACADEMIC*~~ *SIGNIFICANT* Growth for HPSGP Schools Without Valid APIs.

Schools participating in the HPSGP without a valid API score in at least one out of three years demonstrate *ACADEMIC* ~~*SIGNIFICANT*~~ **growth when the schools' weighted average percent proficient across all California Standards Tests in (a) English/language arts and (b) mathematics increases by at least two percentage points over the prior three year period. For purposes of this calculation, there shall be no rounding.**

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 52052~~(c)~~ et seq. and 52055.650 et seq., Education Code.

05-03-05

ITEM #5

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

SUBJECT	
Immediate Intervention/Underperforming Schools Program (II/USP): Proposed intervention for a Cohort III school that failed to show significant growth	☒ **Action** ☒ **Information** ☐ **Public Hearing**

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) deem a Cohort III school, Gardena Senior High School, Los Angeles Unified School District, as state-monitored and that the SBE require the local educational agency to contract with a School Assistance and Intervention Team (SAIT) for its state-monitored school, allowing the local governing board to retain its legal rights, duties, and responsibilities with respect to the school.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

At the September and November 2004 and January and March 2005 SBE meetings, the SBE approved the State Superintendent of Public Instruction's (SSPI) recommendation that districts of II/USP schools in Cohorts I, II, and III that failed to show significant growth, as defined by the SBE, contract for the services of an approved SAIT Provider. At the March 2005 SBE meeting, the SBE approved a regulation defining significant growth, including an alternative method for schools without an Academic Performance Index (API). (See Attachment 1 for the alternative significant growth criteria that were the basis of the regulation.)

SUMMARY OF KEY ISSUES

The 2004 schoolwide API results yield a number of II/USP schools that failed to make significant growth as defined by the SBE, and a number of schools in all three cohorts without valid API growth data that must demonstrate academic growth using the alternate significant growth criteria. Gardena Senior High School is such a school. The school was not identified for state monitoring previously because of the need to resolve data issues for schools without APIs.

For 2002, 2003, and 2004, an API could not be calculated for Gardena Senior High. For at least one Standardized Testing and Reporting Program (STAR) content area used in the API calculation, this school failed to test a significant portion of students who were not exempt from testing. The alternative growth criteria were applied for each of these years and Gardena Senior High did not meet the alternative criteria to demonstrate

SUMMARY OF KEY ISSUES

academic growth.

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

1. According to the provisions of *Education Code* Section 52055.5(a), the SSPI shall:

    - Assume all the legal rights, duties, and powers of the governing board, unless the SSPI and the SBE allow the local governing board to retain these rights;

    - Reassign the principal of that school, subject to a hearing; and

    - Do one or more of the following with respect to a state-monitored school:

        - Revise attendance options;
        - Allow parents to apply directly to the SBE to establish a charter school;
        - Assign the management of the school to a school management organization;
        - Reassign other certificated employees of the school;
        - Renegotiate a new collective bargaining agreement at the expiration of the existing one;
        - Reorganize the school;
        - Close the school; and/or
        - Place a trustee at the school for no more than three years.

2. As an alternative to the above, the SSPI, with the approval of the SBE, may require districts to contract with a SAIT in lieu of other interventions and sanctions. If the SBE approves, the governing board of the school district may retain its legal rights, duties, and responsibilities with respect to that school. [*Education Code* Section 52055.51(a)]

    - SAIT teams are teams of educators with experience in curriculum and instruction aligned to state standards, SBE-adopted texts in reading/language arts and mathematics, SBE-adopted intervention programs, use of data from academic assessments, professional development for teachers and administration, and fiscal allocations.

    - Teams are fielded by organizations approved by the SSPI under criteria adopted by the SBE. Organizations are approved based on demonstrated evidence of turning around underperforming schools and trained on a state-designed intervention process.

SAIT teams verify information provided by the district on an Academic Program Survey, which results in a Report of Findings and Corrective Actions adopted by the local

SUMMARY OF KEY ISSUES

governing board. This is followed by the provision of technical assistance, support, and monitoring (no less than three times a year) of the school's academic progress toward meeting specified benchmarks for improvement.

FISCAL ANALYSIS (AS APPROPRIATE)

Details of the expenditure plan for appropriations to a state-monitored school are incorporated in the May SBE item entitled:

"Immediate Intervention/Underperforming Schools Program (II/USP): School Assistance and Intervention Team (SAIT): Approval of expenditure plan to support SAIT activities and corrective actions in a state-monitored school"

ATTACHMENT(S)

Attachment 1: Criteria for Immediate Intervention/Underperforming Schools Program Schools Without Valid Growth APIs to Demonstrate Academic Growth (1 Page)

Attachment 2: Immediate Intervention/Underperforming Schools Program Cohort III School That Did Not Make Significant Growth (1 Page)

Criteria for Immediate Intervention/Underperforming Schools Program Schools Without Valid Growth Academic Performance Indices to Demonstrate Academic Growth

High schools must demonstrate that:

- The percentage of students (schoolwide) at or above the proficient level on the California Standards test in English/language arts increased by at least one percentage point from the prior year to the year in which they have an invalid score (Note: 0.99 does not equal 1.00), and

- The percentage of students (schoolwide) at or above the proficient level on the California Standards Tests in General Mathematics, Algebra I, and Geometry increased by at least one percentage point from the prior year to the year in which they have an invalid score.

Immediate Intervention/Underperforming Schools Program Cohort III School That Did Not Make Significant Growth

County	District	School	Cohort	2001 Base	2002 Growth	2002 Schoolwide	2002 Comparable Improvement	2002 Base	2003 Growth	2003 Schoolwide	2003 Comparable Improvement	2003 Base	2004 Growth	2004 Schoolwide	2004 Comparable Improvement
Los Angeles	Los Angeles Unified	Gardena Senior High	3	484	*	*	*	*	*	*	*	*	*	*	*

* Invalid API.

Immediate Intervention/Underperforming Schools Program Cohort III School That Did Not Make Significant Growth															
County	District	School	Cohort	2001 Base	2002 Growth	2002 Schoolwide	2002 Comparable Improvement	2002 Base	2003 Growth	2003 Schoolwide	2003 Comparable Improvement	2003 Base	2004 Growth	2004 Schoolwide	2004 Comparable Improvement
Los Angeles	Los Angeles Unified	Gardena Senior High	3	484	*	*	*	*	*	*	*	*	*	*	*
*Invalid API															
cib-sid-may05item02															
Attachment 2															
Page 1 of 1															
[Note added June 3, 2009: document posted for the May 2005 California State Board of Education Agenda]															

ITEM #6

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

SUBJECT	
Immediate Intervention/Underperforming Schools Program (II/USP): School Assistance and Intervention Team (SAIT): Approval of expenditure plan to support SAIT activities and corrective actions in a state-monitored school	☒ **Action** ☒ **Information** ☐ **Public Hearing**

RECOMMENDATION

The California Department of Education (CDE) recommends approval of the expenditure plan conditioned on the availability of funding and the legislative authority to spend the funds for the expenditure plan.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

At previous State Board of Education (SBE) meetings in September 2004, November 2004, January 2005, and March 2005, the SBE deemed 128 II/USP schools as state-monitored, bringing the total of state-monitored schools to 145. The SBE assigned a SAIT for each school and approved funding for SAIT activities and for implementation of corrective actions.

SUMMARY OF KEY ISSUES

With the release of the January 20, 2005, Academic Performance Index (API) data and the resolution of data issues for schools without APIs, Gardena Senior High School, Los Angeles Unified School District, is being recommended for state monitoring in 2004-05. Approval of this item will allow the CDE to issue a grant award to support the SAIT activities and implementation of corrective actions.

The attached table shows an expenditure plan with a total request of $593,200 in federal funds.

FISCAL ANALYSIS (AS APPROPRIATE)

There is currently a shortfall in federal funding authorization to support the state-monitoring school's corrective actions. Urgency legislation is being sought to provide additional authority to expend available federal funds.

ATTACHMENT(S)

Attachment 1: 2004-05 Expenditure Plan for a State-Monitored School (1 Page)

2004-05 Expenditure Plan for a State-Monitored School

Funding	Newly Identified School	School Assistance and Intervention Team (SAIT) Work	Corrective Actions as a Result of SAIT Work
Federal Funds	**<u>COHORT III</u>** High School 1	$100,000 x 1 = $100,000 **Subtotal $100,000**	3,288 students X $150 = $493,200 **Subtotal $493,200**
		SAIT and Corrective Action Federal Funding for a Title I School	**$593,200**

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

SUBJECT	
No Child Left Behind (NCLB) Act of 2001: Including, but not limited to, update on California's latest implementation; United States Department of Education (ED) denial of waiver request involving the California English Language Development Test (CELDT); ED announcement of new flexibility; and proposed uses of carryover funds.	☒ **Action** ☒ **Information** ☐ **Public Hearing**

RECOMMENDATION

The Board will hear an update on current No Child Left Behind (NCLB) activities and take action as deemed necessary and appropriate.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

This standing item allows the California Department of Education (CDE) and State Board of Education (SBE) staff to brief the Board on timely topics related to NCLB implementation.

At the November 9, 2004, meeting, the SBE approved sending a request to the ED to waive the Title III requirement for assessing kindergarten and first grade English learners in reading and writing.

SUMMARY OF KEY ISSUES

On April 4, 2005, Raymond Simon, Assistant Secretary for Education, sent a letter to the Board and the Superintendent denying the request for a waiver from the Title III requirement for assessing kindergarten and first grade English learners in reading and writing. That letter is attached and the issue will be discussed as part of the update item on the California English Language Development Test (CELDT).

Margaret Spellings, U. S. Secretary of Education, announced additional alternatives and flexibility for states that can show they are raising student achievement and closing the achievement gap. The April 7, 2005, press release from ED is attached.

Staff from CDE, SBE and Department of Finance have been working on a request to put forward to ED asking for flexibility in the use of certain NCLB carryover funds that can be used for low performing schools and districts. More information concerning this request will be provided in a Last Minute Memorandum.

FISCAL ANALYSIS (AS APPROPRIATE)

FISCAL ANALYSIS (AS APPROPRIATE)

Changes in the manner in which NCLB is implemented would result in numerous fiscal implications at both the state and local levels. As possible options are explored fully, the fiscal implications will be described in more detail.

ATTACHMENT(S)

Attachment 1: Letter regarding CELDT waiver request from Ray Simon, Assistant Secretary, ED, dated April 4, 2005 (This letter is not available for viewing; a printed copy is available for viewing in the State Board of Education Office.) (5 pages)

Attachment 2: Press Release from United States Department of Education dated April 7, 2005 is available for web viewing at *http://www.ed.gov/news/pressreleases/2005/04/04072005.html*, and a hard copy is available for viewing at the State Board of Education Office.) (2 pages)

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: May 6, 2005

TO: MEMBERS, STATE BOARD OF EDUCATION

FROM: Geno Flores, Deputy Superintendent
Assessment and Accountability Branch

RE: Item No. 7

SUBJECT: No Child Left Behind (NCLB) Act of 2001: Including, but not limited to, update on California's latest implementation, United States Department of Education (ED) denial of waiver request involving the California English Language Development Test (CELDT); ED announcement of new flexibility, and proposed uses of carry-over funds

Summary

Margaret Spellings, United States Secretary of Education (ED), recently announced increased flexibility for states in the implementation of the No Child Left Behind (NCLB) Act. The attached paper promotes the notion that California's Academic Performance Index (API) with its associated growth targets should be the appropriate mechanism to identify schools and districts for Adequate Yearly Progress (AYP) and Program Improvement (PI). It further introduces some possible changes in the API target structure, some of which would require legislation.

The overall approach of using the API for NCLB, if approved by the ED, would apply for the 2006 testing cycle. In order to begin the discussion with ED, CDE proposes that SBE and CDE formally request for California to use the API for NCLB purposes. This action will begin negotiations that will occur between CDE, State Board of Education (SBE), and ED over the coming year.

The suggested changes for the API are for information only and will require substantial public input prior to formal adoption by SBE or legislative action.

Attachment 1: Executive Summary: California's Response to New NCLB Flexibility (2 Pages)
Attachment 2: Position Paper: California's Response to New NCLB Flexibility (9 Pages)
Attachment 3: Four API Models (1 Page)

CALIFORNIA
DEPARTMENT OF
EDUCATION

1430 N STREET
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JACK O'CONNELL
State Superintendent of
Public Instruction
PHONE: (916) 319-0800

April 2005

EXECUTIVE SUMMARY
CALIFORNIA'S RESPONSE TO NEW NCLB FLEXIBILITY

Purpose

This paper advocates that the United States Education Department (ED) grant genuine flexibility to the States in the implementation of the accountability provisions of the No Child Left Behind Act (NCLB) of 2001 to accommodate comprehensive and well-established state accountability systems. It urges that the ED accept a growth or improvement model to determine Adequate Yearly Progress (AYP) for Local Educational Agencies (LEAs) and schools. In California, this is the Academic Performance Index (API) system created by the Public Schools Accountability Act (PSAA) of 1999.

Without this change, we will continue to experience the confusing and frustrating situation where one day a school is lauded for its performance gains and then on the next day condemned as a failure. This situation is not unique to California; it often occurs in other states with established accountability systems that antedated the enactment of the NCLB. In Florida, for example, "less than nine percent of its schools were given a letter grade of D or F based on the state system but more than 75 percent of the schools missed AYP."[1]

If this situation is allowed to continue, the resulting frustration will soon turn into cynicism and seriously undermine the credibility of both federal and state initiatives in the area of educational accountability. This paper advocates an end to this situation in California by restoring the priority of the API system for determining AYP and identifying Program Improvement (PI) districts and schools.

[1] National Conference of State Legislatures Task Force on No Child Left Behind, *Final Report (February 2005),* p. 20. (Hereafter referred to as NCSL Report.)

This paper is divided into four parts:

- Firstly, it provides background on the difference between a “growth model” and “status model,” specifically, the difference between California’s API and the federal accountability criteria within NCLB;

- Secondly, it identifies areas in which the API is a more effective agent of change in California education than the status model currently required by the federal government;

- Thirdly, it considers modifications in the API system that would address valid concerns of some of its critics. Modifications include one or all of the following:

    1. Calculate separate annual API growth targets for each numerically significant student subgroup at a district or school, thereby requiring higher targets for lower-performing student subgroups;

    2. Double the annual API growth target from 5 percent to 10 percent, with a minimum of a five-point gain for any district or school that has not yet reached the statewide performance goal;

    3. Require the calculation of growth targets for school districts;

    4. Raise the statewide performance target of 800 toward 875.

- Fourthly, it defines the relationship that should exist between the ED and the States, including California, on the implementation of the accountability provisions of NCLB.

Position Paper:
California's Response to New NCLB Flexibility

Purpose

This paper advocates that the United States Education Department (ED) grant genuine flexibility to states in the implementation of the accountability provisions of the No Child Left Behind Act (NCLB) of 2001 to accommodate comprehensive and well-established state accountability systems. This should include accepting a growth or improvement model for determining Adequate Yearly Progress (AYP) for Local Educational Agencies (LEAs) and schools. In California, this would be the Academic Performance Index (API) system created by the Public Schools Accountability Act (PSAA) of 1999.

Without this change, we will continue to experience the confusing and frustrating situation where one day a school is lauded for its performance gains and then on the next day condemned as a failure. This situation is not unique to California; it also often occurs in other states with established accountability systems that antedated the enactment of the NCLB. In Florida, for example, "less than 9 percent of its schools were given a letter grade of D or F based on the state system but more than 75 percent of the schools missed AYP."[2]

Apologists have defended these apparent anomalies by contending that the federal and state systems simply give different and complementary information about districts and schools, ignoring the fact that for many districts and schools this "additional information" carries severe consequences. Faced with the real prospect that virtually every Title I district and school may eventually be identified for Program Improvement (PI), they respond with the platitude that every district and school can improve in some aspect.

However, our experience is that educators and the general public in California are confused, and not enlightened by the incongruities. They understandably see the federal and state systems as producing inconsistent and not complementary results. Furthermore, finding it impossible to condense the formula "everyone can improve" into a headline, the media find easier to blanket all newly identified PI schools as "failures," no matter how much some of these schools have improved from the previous year or how many of the AYP criteria they have met.

If this situation is allowed to continue, the resulting frustration will soon turn into cynicism and seriously undermine the credibility of both federal and state initiatives in the area of educational accountability. This paper advocates an end to this situation by restoring the priority of the API system in California for determining AYP and identifying PI districts and schools.

The paper is divided into four parts:

[2] National Conference of State Legislatures Task Force on No Child Left Behind, *Final Report (February 2005),* p. 20. (Hereafter referred to as NCSL Report.)

- Firstly, it provides background on the difference between a “growth model” and “status model,” specifically, the difference between California’s API and the federal accountability criteria within NCLB;

- Secondly, it identifies areas in which the API is a more effective agent of change in California education than the status model currently required by the federal government;

- Thirdly, it identifies modifications in the API system that would address valid concerns of some of its critics;

- Fourthly, it defines the relationship that should exist between the ED and the States, including California, on the implementation of the accountability provisions of NCLB.

Background

Definitions

The term “growth model” is often used indiscriminately, with little regard to any generally accepted meaning. Some observers apply the term to any statewide accountability system that has more than one performance “cut point.” Such systems give local educational agencies (LEAs) and schools credit for moving students from one level of achievement to another. In the Massachusetts school performance rating process, for example, schools receive extra points for moving students from “warning/failing” to “needs improvement,” even though these students still do not score at the proficient level. Other observers have used the term “growth model” in a much more restrictive fashion, applying it only to accountability systems that base LEA and school results on value-added analyses of individual student gains, such as in Tennessee.

For purposes of this paper, a “growth model” is defined as one that measures the academic success of the LEA, a school, or of student subgroups solely on the basis of how much student achievement improves. It acknowledges that not all LEAs, schools, and student subgroups start at the same place. A growth model supports ambitious targets that are individual to each LEA, school, and student subgroup. The term “growth model” encompasses accountability systems based on cross-sectional analyses of grade-level test results from year to year (California) as well as value-added analyses of individual student gains on tests (Tennessee).

A “status model,” on the other hand, presumes that all LEAs, schools, and student subgroups should meet common minimum targets, which escalate over time. This is the model upon which the current federal accountability criteria are based. The Texas accountability system is the best example of a well-established state system that uses this type of model.

The PSAA and NCLB

The California PSAA and the federal NCLB have a common set of core beliefs. Both laws advocate accountability models that:

- Establish rigorous academic standards
- Implement assessments to measure whether students meet these standards
- Set measurable performance goals for schools
- Hold schools accountable for reaching those goals
- Hold schools accountable for comparable improvement by student subgroups in meeting those goals

Despite this common set of assumptions, fundamental differences exist between the accountability models in the PSAA and NCLB. The California accountability system is based on a growth model, while the accountability criteria in NCLB rest upon a status model.

The API

The cornerstone of the California accountability system, as mandated by the PSAA, is the API. This single-number index, which ranges from 200 to 1000, summarizes a school's performance over a number of indicators. Currently, these indicators consist of results from the statewide assessment program. Results from the California Standards Tests (CSTs) furnish most of the weight of the API.

Growth or decline in a school's API determines eligibility for the state awards or interventions programs in general. A school's annual growth target is determined by taking 5 percent of the difference between a school's current API and the statewide performance target of 800. Numerically significant subgroups within the school are expected to demonstrate comparable improvement, defined as 80 percent of the school-wide API target, in order for a school to meet its growth target.

Prior to the implementation of NCLB, whether a school met its API growth target determined whether it made AYP. This did not amount to a "free pass" for California schools. In fact, in 2002, the last year that the API alone was used to establish AYP, 178 schools were identified for PI.

Federal Status Model

The federal accountability model in NCLB is radically different from the California growth-based system. LEAs and schools are expected to have the same minimum percentage of students at or above the proficient level in both mathematics and reading/language arts. This applies to all significant student subgroups in the LEA or

school. This minimum percentage rises so that within 12 years, 100 percent of the students at all schools should be at the proficient level or above in both content areas. As previously noted, many aspects of this model are similar to the approach of the Texas accountability system.

Within NCLB, there is a brief acknowledgment that the concept of growth has some relevance to the question of AYP – the so-called "safe harbor" provision. The authors of the law appeared to recognize that growth in the end could be the deciding factor in whether an LEA or school could be subject to PI identification and possible sanction.[3] However, the current provision relegates the notion of growth to an exceptional procedure that is only invoked if the LEA or school does not meet the Annual Measurable Objective (AMO). From the perspective of the proponents of a growth model, this procedure sends the wrong message to LEAs and schools. Growth should be required of all LEAs and schools, and meeting status targets should be invoked only as an exceptional measure.

Also, the safe harbor provision has a glaring operational fault: it penalizes states with rigorous definitions of proficient and corresponding lower starting points for the percentage of students proficient or above. For these states, a 10 percent reduction in the percent non-proficient may presuppose a virtually impossible level of annual growth.[4]

The API as an Agent of Change in California

API has fostered a culture of accountability

The API was the result of a yearlong process of deliberations by an advisory committee with the input of stakeholder groups. A technical design group composed of testing experts provided their expertise in support of these deliberations. Implementation of the accountability system was a transparent and open process that enabled public input during the design of the API and the implementation of the accountability system.

As a result, California educators, parents, and members of the public view the API system as legitimate, both because local stakeholders had considerable input into its development as well as the fact that the system has now been in place for six years. Also, the system has been associated with significant and steady improvements in school performance, as reflected in API gains, and therefore widely viewed as a success. From 1999 to 2004 the median API for elementary schools increased by 106 points, from 629 to 735; for middle schools by 70 points, from 633 to 703; and for high schools by 50 points from 620 to 670.

[3] Interestingly, an LEA or school could repeatedly invoke safe harbor, avoid identification for PI, and still not have 100 percent of its students at or above proficient by the end of the twelve-year period.
[4] California has experienced this first hand. For 2003, out of about 9,000 schools, twelve qualified for safe harbor. In 2004 only three schools qualified.

Those API gains reflect that test scores have risen over the last six years, even as our tests have become more challenging. In 1999 the API relied solely on results from a nationally norm-referenced test, the SAT/9, with the rigorous California Standards Tests (CSTs) still in development; by 2004 the API was based overwhelmingly on results from these CSTs and the standards-linked California High School Exit Examination (CAHSEE).

A major factor in the performance gains of the last six years has undoubtedly been the culture of accountability that the API has fostered in districts and schools. Californians, inside and outside of schools, have become generally conversant in the language of the API, including its idioms and acronyms. Newspapers have provided glossaries of the terminology. All of this reflects a general acceptance of the statewide accountability system as legitimate.

LEA and school administrators have become familiar with the basic features of the API. It has given them a common metric to gauge the progress and to compare the performance of their schools. Educators have learned to use API results and associated data to improve instruction. Parents and the general public have also found the single number index to be a useful tool with which to balance more qualitative information they receive from LEAs about local schools.

In contrast, state, LEA and school administrators tend to view the AYP provisions as something imposed from the outside rather than home grown. While they embrace the general tenets behind the AYP provisions, they question why ED saw fit to impose the conditions of meeting them in such a literal fashion in a state with a comprehensive and well-established system of accountability. They also view the federal model as a “one-size-fits-all” model that does not give sufficient consideration to the unique features of education in California. This set of perceptions severely limits the potential that NCLB has to support accountability efforts in California.

API is applicable to all schools

An effective accountability system encourages all schools to improve. In a nod to universality, the federal government now requires that the state make AYP determinations for **all** schools, not just those receiving Title I funds. The measures a state uses to evaluate improvement in Title I schools must also be applied to non-Title I schools, although provisions of the law on school choice and corrective actions apply only to Title I schools.

In effect, however, in the first years of NCLB implementation, the federal status model is of limited application, particularly for schools in the middle or higher ranges of the performance spectrum. Under the federal model, a school makes AYP so long as it meets the AMOs for that particular year. A school may actually experience a decline in performance over several years and still make AYP during that same period of time. In contrast, a high-performing school that experiences a decline in its API over the same time period is subject to intense media and public scrutiny. This is an inducement to continued growth.

API supports a rigorous definition of proficient

Under the federal AYP model, each state may define “proficient” more or less as it sees fit. However, the net effect of the system of annual status targets has been to encourage some states to adopt more lenient definitions of what students should know and be able to do. In California, the State Board of Education (SBE) refused to lower the performance standards, instead maintaining a rigorous definition of “proficient,” despite the fact that a status model implicitly penalizes states with high standards.

Since a growth model considers the net improvement of individual districts and schools, there is no advantage to be gained from lowering expectations. A growth model such as the API is actually more congruent with high academic standards and rigorous definitions of student proficiency than a status model.

API promotes a better allocation of resources

Many if not most states face severe fiscal constraints. This includes California. It makes little sense to identify California LEAs and schools for Program PI or corrective action when they are making significant improvement as reflected in API gains. Instead, the state should devote scarce resources to those LEAs and schools that are incapable of improving on their own.

For example, in 2003 2,200 California Title I schools (45 percent of the total) failed to make AYP. Of these, 1,640 (or 75 percent) met their API growth targets, both school-wide and for all numerically significant student subgroups. Viewed from a slightly different perspective, in 2004 321 California schools:

- Improved their school APIs by more than double their annual API growth targets for the second year in a row;
- Met all subgroup API targets during the same period;
- Did not make AYP.

Using the API to determine AYP would have enabled a more precise identification of those LEAs and schools where program improvement and corrective actions were appropriate, and where resources could be more effectively utilized for higher achievement.

Modifications in the API

Despite its merits, the API is not without its detractors. Interestingly, most of them direct their criticisms not at the API *per se* but rather at the API performance goals and targets. They contend that these goals and targets are not rigorous enough in the rate of improvement that is required. On a related issue, they also argue that common school-wide subgroup targets do not require the closing of the achievement gap, a key principle of the NCLB Act. Finally, the current PSAA is "school-based": it is largely silent on the issue of school district accountability. For these critics of the API, the federal accountability model is necessary because it specifically redresses what they perceive as key deficiencies in the API system.

It is important for both the advocates and the critics of the API to recognize that these concerns focus on the rigor and the coverage of the API, not on its validity as a measure. Therefore, it is possible to deal with them without "de-constructing" the API.

Modifications in the state system could take place in response to a USED agreement to enable California to employ growth in the API for determining AYP for its districts and schools. In return, California could agree to one or all of the following:

1. Calculate separate annual API growth targets for each numerically significant student subgroup at a district or school, thereby requiring higher targets for lower-performing student subgroups;

2. Double the annual API growth target from 5 percent to 10 percent, with a minimum of a five-point gain for any district or school that has not yet reached the statewide performance goal;

3. Require the calculation of growth targets for school districts;

4. Raise the statewide performance target of 800 toward 875.

Relationship between the Federal Government and the States

This agreement should take place in the context of a re-definition of the relationship between the federal government and the States, including California, in the area of accountability. As recommended in the NCSL Report on NCLB,

> "States should be allowed to use their state accountability system to comply with the spirit of the federal law. These systems should be based on realistic academic goals and not on the broad aspirational proficiency goals of NCLB."[5]

In the relationship between the federal government and the States, the key elements of the accountability provisions of NCLB would represent guiding principles upon which everyone can agree. They would constitute national goals that all states, LEAs, schools, and students should strive to attain. The NCLB properly focuses on subgroup

[5] NCSL Report on NCLB, p. 20.

accountability as a mechanism to reduce achievement gaps. It should continue to require that states design and implement rigorous accountability systems that move students in these states towards the national goals. It should continue to require near universal participation in assessments, so that parents know whether or not their children are attaining proficiency in core academic subjects.

But the ED should make it clear that the status model in Title I accountability provisions is just that – a model. Most importantly, it should offer genuine flexibility by redefining the relationship between federal and state governments in the implementation of these provisions. This does not mean that the federal government should function as a source of funding for the states without any corresponding responsibility on the part of the states to meet national goals. However, the relationship between the federal government and the states as it currently exists is dysfunctional and requires significant adjustment if NCLB is to survive.

Without going into unnecessary detail, it is easy to set forth a set of broad guidelines that would at once address the need for statewide accountability and still accord states true flexibility in how they meet federal requirements. In this new relationship, each state would assure the federal government that it would:

- Adopt the national goal of every student proficient or above in mathematics and reading/language arts by 2013-14;
- Develop and adopt statewide academic standards in accord with state law;
- Administer annual academic achievement assessments in reading/language arts and mathematics;
- Report state-level results annually in a prescribed format corresponding to the national goals;
- Ensure that parents are informed of test results;
- Design statewide accountability systems that effectively measure academic achievement, seek to reduce the achievement gaps between student subgroups, and increase graduation rates.

As long as states accept these conditions, they should be free to adopt any type of accountability system, whether based on a growth model such as California or on a status model similar to that in the current NCLB. States should continue to enjoy such flexibility unless they cannot demonstrate:

- Significant improvement in the percent proficient or above in mathematics and reading/language arts;

- Closing the achievement gap between traditionally higher and lower scoring student subgroups in those two content areas.

What constitutes “significant improvement” and “closing the achievement gap” in a particular state should be informed by the best research in educational measurement, not by federal mandate. In conclusion, California asks that the federal government hold the state responsible for educational outcomes, not for processes. This is, after all, both the basis of genuine accountability in education and also of genuine federalism.

Four API Models

A. Current
- School wide target = 5%
- Subgroup target = 80% of school

B. Model 1
- School wide target = 10%
- Subgroup target = 80% of school

C. Model 2
- School wide target = 10%
- Subgroup target = 10%

D. Model 3
- School wide target = 10%
- Subgroup target = 10%
- Minimum 5 points growth

Percent of Schools Making API Targets
2004

Type of School	Current	Model 1	Model 2	Model 3
Elem.	46%	40%	37%	37%
Middle	55%	43%	37%	36%
High	50%	40%	34%	33%
All	48%	41%	37%	36%

Results by 2003 Decile Rank
Current vs. Model 3

Decile	Current	Model 3
1	51%	30%
2	46%	26%
3	38%	25%
4	42%	27%
5	37%	24%
6	35%	24%
7	39%	29%
8	41%	33%
9	62%	56%
10	90%	89%

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: May 6, 2005

TO: MEMBERS, STATE BOARD OF EDUCATION

FROM: Catherine Barkett,
State Board of Education

RE: Item No. 7

SUBJECT: No Child Left Behind Act of 2001: Including, but not limited to, update on California's latest implementation; United States Department of Education (ED) denial of waiver request involving the California English Language Development Test (CELDT); ED announcement of new flexibility; and proposed uses of carry-over funds.

No Child Left Behind (NCLB) funds are appropriated by the United States Department of Education (USDE) to support public education in California for a variety of purposes. We anticipate that approximately $154.2 million in local assistance NCLB funds will remain unspent at the close of this fiscal year (June 30, 2005) in the programs identified in the attachment and will revert to the USDE unless expended by December 31, 2005. The Administration has taken the initiative to work with the State Board of Education staff and liaisons and the California Department of Education (CDE) to develop a request to the federal government to ask for flexibility in terms of how these carry-over funds are spent.

The attached draft proposal identifies expected carry-over funds and asks for specific flexibility with regard to how carry-over in each of the programs would be allocated and used. In general, the proposal is to provide support to schools and districts identified as program improvement, with priority given as follows:

1. Lowest achieving schools
2. LEAs that demonstrate the greatest need for these funds
3. LEAs that demonstrate the strongest commitment to ensuring that such funds are used to enable the lowest-achieving schools to make Adequate Yearly progress (AYP).

Purposes for which the funds could be expended are outlined in the attachments and are consistent with the principles jointly established by the Governor of California and the State Board of Education.

The Administration will continue to work with the CDE, Board staff and liaisons to develop the details of this proposal. We ask that the State Board and the Superintendent of Public Instruction submit a joint letter to the USDE requesting flexibility in the use of carry-over funds.

Attachment 1: Draft Flexibility Proposal Letter for NCLB Carryover

The State Board of Education has identified 144 school districts as Program Improvement (PI), which is a significant increase from the number of districts originally contemplated under the pre-existing criteria for identifying PI districts. To support the efforts of these districts to develop and begin to implement recovery plans, we are requesting that California be allowed to expend No Child Left Behind (NCLB) federal funds that are identified as local assistance carryover as of June 30, 2005. A list of these funds, totaling an estimated $154.2 million, is provided below.

Program	Estimated Carryover
21st Century Community: Learning Centers	$73,000,000
Title I School Improvement	$17,237,000
Migrant Education	$19,200,000
Reading First	$6,489,000
Title I Basic	$24,300,000
Comprehensive School Reform	$13,812,000
Education of LEP	$479,000
TOTAL	$154,217,000[1]

Accordingly, we respectfully submit the following plan that outlines the proposed uses of these funds and also identifies the corresponding flexibility components that would be necessary. Our goal is to assist schools and districts that have been identified as PI to build a foundation of activities and services that will bring students in PI schools and districts, but specifically those identified as Limited English Proficient (LEP), migrant, low-performing, or low income, to a level of academic skill defined as proficient under NCLB. Our intent is to give priority to those schools and districts meeting the following criteria:

1. the lowest-achieving schools;
2. LEAs that demonstrate the greatest need for such funds; and
3. LEAs that demonstrate the strongest commitment to ensuring that such funds are used to enable the lowest-achieving schools to make Adequate Yearly Progress (AYP).

While this plan maintains the original intents of the various programs, we are proposing to treat these funds, with the exception of funding for the 21st Century: Community Learning Centers (21st Century), as a combined pot of money to target assistance to low-performing schools and school districts in their efforts to improve the academic performance of their pupils. 21st Century funds will continue to be tied to support services for existing programs.

Summary of Requested Flexibility Provisions

In order to carry out this plan, the following flexibility components would be necessary:

[1] Dollar amounts will be adjusted as final figures become available.

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- Flexibility in the allocation of the funding to ensure that priority for the funds are given to those students who have been identified a LEP, migrant, or low income. For example, for those programs which require that funds be allocated on a competitive basis, we would propose that the funds instead be allocated as necessary to target specific schools or populations.
- Flexibility from the specific uses associated with the individual federal programs in order to allow schools and districts to focus the funds to meet their local needs focusing on the target population.
- Flexibility to make the funding available on a one-time basis until it is fully liquidated.

Details are provided in **Attachment 2**.

Proposed Activities

The following provides a broad outline of the activities that PI districts and schools could conduct to meet the goal as stated above. These possible activities incorporate many of California's nine Essential Program Components (EPC), which support academic student achievement in reading / language arts and mathematics as measured through grade-span Academic Program Surveys, and are designed to meet the needs of all students. The Administration, SBE and CDE will consolidate the proposal to select among the following:

1. Governor's Initiative to Turn Around Failing Schools-The Governor's Initiative to Turn Around Failing Schools will expand charter schools and create school recovery teams for the purpose of providing a fresh start to schools that have not improved under state and federal intervention programs. Resources will be needed to provide planning and start-up grants for charter schools. In addition resources will be needed to support schools recovery teams, leadership training, fiscal management training, and technical assistance for new school development. There may be a need for one-time state operations support for the California Department of Education associated with reviewing charter petitions and school recovery team proposals.

2. Earmark funds pending changes to the district accountability program (AB 2066).

3. Purchase SBE-adopted (K-8) or standards-aligned (9-12) English-language arts and mathematics instructional materials, including intervention materials, as well purchase supplemental materials for classroom libraries to enhance the standards aligned instructional materials.

4. Provide instructional leadership training to school principals (AB 75 training on SBE-adopted instructional materials).

5. Improve fully credentialed teachers and increase teacher participation through AB 466 training on SBE-adopted instructional materials. Providing professional development in mathematics and reading with priority given to those who predominately provide services to the students listed above. The professional development would consist of an intensive course of instruction that is aligned to the state standards and which provides instruction on the utilization of standards aligned instructional materials. Training also could provide instruction on the use and interpretation of assessment data.

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6. Improve the student achievement monitoring system by using data to monitor student progress on curriculum-embedded assessments and modify instruction, with a secondary goal of reducing special education referrals.

7. Provide ongoing instructional assistance and support for teachers through the use of content experts and instructional coaches. These coaches would be available to assist teachers in the implementation of new teaching skills obtained through professional development and to assist teachers in the development of reading interventions.

8. Improve monthly teacher collaboration by grade level (K-8) and department (9-12), by providing diagnostic reading and mathematics assessments, teacher release time to review assessments, and develop instructional interventions to assist pupils to achieve proficiency and train administrators to facilitate these activities.

9. Provide fiscal support to Chief Business officers and school site administrators, such as ensuring the general and categorical funds of the school or district are being used appropriately to support the Reading/English-language arts and mathematics program goals in the school plan.

10. Particularly with respect to 21st Century and Migrant Education funding, increase hours of instructional time in standards-aligned core coursework, including reading/language arts and mathematics.

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ATTACHMENT 2

Existing Requirements

1. NCLB Title IV, Part B-21st Century Community Learning Centers

Current law:
The State has great flexibility in the manner in which it administers this grant. Federal law requires the following:

(A) Programs serve students in grades K-12 in Title 1 school wide schools or K-12 schools that serve a high percentage of students from low-income families,
(B) Grants be three to five years in duration and be no less than $50,000 per year, and
(C) Opportunities for literacy and related educational development are offered to the families of students served by the program.

These programs provide opportunities for academic enrichment, including tutorial services and homework assistance to help students, particularly those who attend low-performing schools, to meet State and local student academic achievement standards in one or more of the following core academic subjects: language arts, mathematics, history and social science, computer training, or science.

Source of Carryover Funds: The California Department of Education (CDE) estimates approximately $73 million will be identified as carryover in 2005-06 as a result of the inability of many grant recipients to fully earn their contracted amounts under state law. The Administration is sponsoring legislation this year to modify the program's underlying structure in state law to enhance the ability of grantees to fully earn their grants in a timely manner.

Flexibility:
Flexibility is requested with respect to the provisions of Title IV, Section 4203, to allow a larger share of funds to be used to support staff development, other training and capacity-building activities for the staff working in before and after school programs.

2. NCLB Title I-School Improvement

Current Law:
The State is required to reserve 4 percent of the Title I (subpart 2 of Part A) grant, not less than 95 percent of which is allocated to local education agencies (LEAs) for schools identified for school improvement, corrective action, and restructuring activities, with the remaining 5 percent available for state administrative, evaluation, and technical assistance expenses. NCLB is silent on the funding of PI LEAs. Schools or LEAs funded must revise the school or district plan within 3 months, implement the revised plan, and reserve 10 percent of Title I funds for staff professional development, and offer students the option to transfer to another school within the district and pay for the transportation costs for those students. School Improvement funds currently are provided for School Assistance and Intervention Teams (SAITs) and other interventions for those schools failing under the state's accountability programs (Immediate/Intervention Underperforming Schools Program (II/USP) and the High Priority Schools Grant Program, pending state appropriations language), and for schools

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and districts not making adequate yearly progress. These funds also are used for the Statewide System of School Support, which provides technical assistance for PI districts and districts with PI schools.

Source of Carryover Funds:
The CDE has identified $17.2 million in Title I School Improvement carryover funds. As funds are currently used for SAITs and other interventions for schools failing under the state's accountability programs and for schools and districts not making adequate yearly progress, there were an insufficient number of schools and districts eligible pursuant to the enabling state statute for allocating these funds.

Flexibility:
No additional flexibility appears to be needed from the federal government.

3. NCLB Title I, Part C, Sec.1301-1309-Migrant Education

Current Law:
Migrant Education Program funds must be used for programs and projects that benefit migratory children. The funds may be used for the acquisition of equipment to coordinate with similar programs and projects in other States, as well as with other Federal programs that can benefit migratory children and their families. States receiving the funds shall give priority to migratory children who are failing, or most at risk of failing, to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet. Programs are designed to help migrant children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school and to prepare such children to make a successful transition to postsecondary education or employment.

Source of Carryover Funds:
The CDE has identified $19.2 million in Migrant Education Program carryover funds. These funds were made available to grantees; however some grantees were unable to expend their full allocation for various reasons.

Flexibility:
Allow the State to allocate funds on a non-formula basis, directly to PI schools and districts rather than through the existing regions. Also, allow funds to be used for locally determined needs targeted to serving migrant students, such as high quality parent education activities to help establish educational expectations for migratory children in the home. Finally, allow funding to support academic "boot camps" and college preparatory courses for these students during the summer.

4. NCLB Title I, Part B-Reading First

Current Law:
Flexibility at the state level is limited. States must allocate 80 percent of the Reading First funding through a competitive grant process. In awarding subgrants, the State must give priority to eligible local education agencies (LEAs) with at least 15 percent of students from families with incomes below the Census poverty line or at least 6,500 children from families with incomes below the poverty line. Any LEA that receives a subgrant must receive, at a minimum, an amount that is equal to the relative share of the

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amount the LEA received for Title I, Part A for the preceding fiscal year. In addition, States must provide subgrants of sufficient size to enable the LEA to improve reading instruction and in amounts based on the number or percentage of students in kindergarten through grade 3 who are reading below grade level.

The remaining 20 percent may be used as follows: 1) up to 65 percent for professional inservice and preservice development, 2) up to 25 percent for technical assistance to locals, and 3) up to 10 percent for planning, administration, and reporting. Flexibility at instructional reading assessments, 2) reading programs, 3) instructional materials, 4) professional development, 5) evaluation strategies, 6) data reporting, and 7) access to reading materials. Up to 3.5 percent may be used by LEAs for planning and administration.

Source of Carryover Funds:
The CDE has identified $6.489 million in Reading First Program carryover funds. While funds were made available for competitive grants four times, there were not enough applicants to fully utilize the funding.

Flexibility:
Allow the State to allocate funds on a non-competitive basis, directly to PI schools and districts.

5. NCLB Title I, Part A-Basic Program

Current Law:
Federal Law does not specify an amount of the funds that are allocated to carry out the provisions of Part A, but rather an amount to be used on administration for Parts A (Basic Program), C (Migrant Education), and D (Prevention and Intervention Programs). The State may reserve not more than 1 percent of such grant funds for administration, evaluation, and technical assistance expenses. Local districts have broad flexibility on the use of the funds, such as for transportation and supplemental services costs.

The Title I, Part A, Basic Grant purpose is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education, and reach minimum proficiency on the state content standards and assessments. The intent of the funding is to meet the educational needs of low-achieving students enrolled in the highest poverty schools. Programs may be school-wide or targeted to disadvantaged populations. Activities include: 1) Hiring teachers; 2) Professional development; 3) Tutoring; 4) Transportation; and 5) Various Supplemental Services.

Source of Carryover Funds:
The CDE has identified $24.3 million in Title I Basic carryover funds. These funds were made available to grantees; however some of the grantees were unable to expend their full allocation for various reasons.

Flexibility:
Allow the State to allocate funds on a non-formula basis, directly to PI schools and districts.

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6. NCLB Title I, Part F-Comprehensive School Reform (CSR)

Current Law:
The State must award grants on a competitive basis, with not less than 95 percent allocated to local education agencies and the remaining 5 percent available for state administrative, evaluation, and technical assistance expenses. Locals are required to use funds to implement a comprehensive school reform program. Specifically, a comprehensive school reform program addresses each of the following eleven components:

1) Employs proven methods and strategies based on scientifically based research;
2) Integrates a comprehensive design with aligned components;
3) Provides ongoing, high-quality professional development for teachers and staff;
4) Includes measurable goals and benchmarks for student achievement;
5) Is supported within the school by teachers, administrators and staff;
6) Provides support for teachers, administrators and staff;
7) Provides for meaningful parent and community involvement in planning, implementing and evaluating school improvement activities;
8) Uses high-quality technical support and assistance from an external partner with experience and expertise in schoolwide reform and improvement;
9) Plans for the evaluation of strategies for the implementation of school reforms and for student results achieved, annually;
10) Identifies resources to support and sustain the school's comprehensive reform effort; and
11) Has been found to significantly improve the academic achievement of students or demonstrates strong evidence that it will improve the academic achievement of students.

Source of Carryover Funds:
The CDE has identified $13.812 million in CSR carryover funds. While these funds were made available for competitive grants, there were not enough applicants to fully utilize the funds.

Flexibility:
Allow the State to allocate funds on a non-competitive basis, directly to PI schools and districts, and substitute the more specific, compatible, nine essential elements for the required eleven components.

7. NCLB Title III-Education of Limited English Pupils

Current Law:
Allocations to LEAs are based on the number of limited English proficient students enrolled in schools served by the LEA. However, for LEAs that have experienced a significant increase in the number of immigrant students, grants are not made on a formula basis. LEAs reserve up to 15 percent of their Title III grants to award subgrants to LEAs that have experienced a significant increase in the percentage or number of immigrant children and youth enrolled in public and non-public elementary and secondary schools in their jurisdiction.

The State may reserve no more than 5 percent of the allocation for state level activities including, 1) professional development activities, 2) planning, evaluation, administration, and interagency coordination, 3) providing technical assistance and other forms of

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assistance to eligible entities that are receiving subgrants from a State educational agency, and 4) providing recognition which may include providing financial awards to subgrantees that have exceeded their annual measurable achievement objectives pursuant to the federal guideline. Remaining funds are allocated to locals and must be used pursuant to federal guidelines.

Source of Funds:
The CDE has identified $479,000 in carryover for the Title III program. These carryover funds result from grantees that were unable to expend their full allocation for various reasons.

Flexibility:
Allow the State to allocate funds on a non-formula basis, directly to PI schools and districts.

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ITEM #8

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

SUBJECT	
No Child Left Behind (NCLB) Act of 2001*:* Approve Supplemental Educational Service (SES) Providers	☒ **Action** ☒ **Information** ☐ **Public Hearing**

RECOMMENDATION

Approve Supplemental Educational Service (SES) providers based on the SES regulations approved by the State Board of Education (SBE) in January 2005. These SES applicants will be approved for a two-year period (2005-06 and 2006-07) starting July 1, 2005 and ending June 30, 2007.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In January 2005, the SBE approved a revised SES application process in accordance with the revised SES regulations also approved at that meeting. At the SBE's direction, the application form requests a description of specific services targeted to the needs of students with disabilities and/or English learners, if applicable. The SES application process has changed from the continuous process used for the past three years to an annual approval process. This will be the first time the SBE approval of recommended providers would be valid for two fiscal years. Approved providers will be required to submit an annual end-of-fiscal-year report about number of schools and students served, services provided, and student test results. This information will be used for an evaluation of the SES program and SES providers each year.

SUMMARY OF KEY ISSUES

Supplemental educational services to low-achieving, low-income students are required by Section 1116(e) of the No Child Left Behind (NCLB) Act of 2001*.* The California Department of Education (CDE) is responsible for establishing a list of approved providers, as described in Section 1116 (e)(4) of NCLB. CDE received 218 applications in March 2005. After staff review, CDE is recommending those applicants that have met SBE-adopted criteria:

Supplemental educational services include "tutoring and other academic enrichment services" that are:

- Chosen by parents
- Provided outside the school day
- Research-based and demonstrate program effectiveness

SUMMARY OF KEY ISSUES

- Designed specifically to increase the academic achievement of eligible children

CDE evaluates each application against a four-point rubric based on SBE-adopted criteria included in CDE application materials. Each application must address the following four elements of the criteria:

Element I. Program
Element II. Staff and Resources
Element III. High Quality Research and Program Effectiveness
Element IV. Evaluation/Monitoring

The process for reviewing the applications is as follows.

- The TIPP office logs in and date stamps all applications and reviews each for the required components.
- Two readers, using the SES application rubric, score each complete application.
- Applications that obtain at least 30 or more points out of a maximum of 40 points and do not receive a level I rating in any rubric element are recommended to the SBE for approval.
- Application program descriptions are compiled for the SBE as part of the Board item.

The application and scoring rubric utilized in the process are attached**.**

FISCAL ANALYSIS (AS APPROPRIATE)

Supplemental educational services are primarily supported by federal Title I, Part A funds. Unless the demands for choice-related transportation and supplemental educational services are less than 20 percent of the Title I allocation, an LEA must spend an amount equal to 20 percent of its Title I allocation. Title V, Part A Innovative Program funds as well as other local, state, or federal funds may also be used to support supplemental educational services.

ATTACHMENT(S)

Attachment 1: Supplemental Educational Services Provider Application Materials approved by the Board in January 2005 (21 Pages). (Available for Web viewing)

A list of recommended supplemental educational service providers will be submitted as a last minute memorandum.

Supplemental Educational Services Provider Application Materials

***No Child Left Behind (NCLB*)**
Title I, Part A
Section 1116(e)

Application Due Date: Tuesday, March 15, 2005

Prepared By
CALIFORNIA DEPARTMENT OF EDUCATION
Sacramento, California
January 2005

Supplemental Educational Services Provider
Request for Application
NCLB-Section 1116(e)

Application Due Date: Tuesday, March 15, 2005

Please note that the information provided in an application, after approval by the State Board of Education, becomes public information.

Approved applications may be posted on the CDE Web site.

A. Background

You are invited to submit an application to the California Department of Education (CDE) to become a provider of supplemental educational services, as defined in the *No Child Left Behind (NCLB) Act of 2001*. Title I, Part A, Section 1116(e) of NCLB provides for supplemental educational services that must focus on instruction in English language arts and/or mathematics for eligible students in schools that have been identified for Title I Program Improvement for two or more years. An eligible student is a child from a low-income family as determined by the Local Educational Agency (LEA).

Parents of eligible students may choose a provider of supplemental educational services from the list of approved providers to assist their children in achieving California's academic content standards. Supplemental educational services include tutoring or other academic enrichment activities that are furnished beyond the regular school day. NCLB requires that services be of high quality, research-based, and designed to improve the academic achievement of participating students.

B. Eligible Applicant and Quality Requirements

Eligible applicants may be faith-based entities; non-profit or for-profit agencies; institutions of higher education; county offices of education, local educational agencies (LEAs), charter schools, and schools that are not in Program Improvement. Prospective applicants must have a “demonstrated record of effectiveness in increasing the academic proficiency of students,” per Section 13075.1 (d) of the proposed regulations. Documentation of this record must be shown by both:

(1) Improved student academic performance in individual student scores on national, state, district or other assessments in English language arts and/or mathematics. These assessments must be developed in accordance with the standards for validity and reliability as set forth in *Standards for Educational and Psychological Testing* **and**

(2) Improved student academic performance as measured by written teacher assessments of student growth in English language arts and/or mathematics.

In addition, applicants must present required evidence as specified in the state’s Title 5 regulations for the Supplemental Educational Services Program. These regulations are attached and posted on the CDE Web site at

http://www.cde.ca.gov/ta/ac/ti/supplemental.asp.

C. Instructions for the Application Process

Eligible applicants must submit a completed application to the California Department of Education (CDE) by **March 15** of the school year preceding the fiscal year in which they wish to become a provider for the first of two years. For example, an applicant submits an application by March 15, 2005, for school years 2005-06 and 2006-07.

A completed application **MUST INCLUDE** the following four components:

1. **Application Cover Sheet and Provider Information** (If the application is approved, this information will appear in the "provider summary" on the CDE Web site.)

2. **Narrative Response**

3. **Supporting Documentation**, including:

    - Demonstrated Record of Effectiveness

        a. Quantitative student performance data that has been collected from assessments that have been developed in accordance with the standards for validity and reliability as set forth in *Standards for Educational and Psychological Testing*;
        and
        b. Written teacher assessments of student growth in English language arts and/or mathematics.

    - At least five letters of reference from previous clients about the positive impact of the applicant's program

    - Written proof of current liability insurance coverage

    - Evidence that applicant is legally constituted and qualified to do business in California

    - Evidence that the applicant is fiscally sound per the following three quality requirements in Section 13075.2 (7)(A)(B)(C):

        --Proof of financial resources to operate as a provider for a minimum of six months after initial approval;
        --Proof of financial viability; and,
        --Organizational budgets that identify all sources of revenue.

4. **Signed Assurances**

Applicants should use the preceding components as a checklist to ensure that all

requested materials are included in the application. Prospective applicants must follow the application format and instructions in preparing applications. **Incomplete applications will be returned without review.**

There are two ways to submit a completed application. First, applicants may submit an application electronically to **ssp@cde.ca.gov.** *All supporting documents must be scanned and included in the electronic version of the application. Please do not send supporting documents under separate cover*.

Second, applicants may mail or use a delivery service to send the original and two copies of the completed application to:

Title I Policy and Partnerships Office
California Department of Education
1430 N Street, 6th Floor, Suite 6208
Sacramento, California 95814
Attn: Supplemental Educational Services Provider

If the application is sent electronically, it must be **received** in the Title I office by 5:00 p.m. on Tuesday, March 15, 2005. If the original and two copies are sent through the mail or via a delivery service, the package must be **postmarked or show evidence of shipping** by March 15, 2005.

For additional information, please contact Jerry Cummings (jcumming@cde.ca.gov) or Linda Wyatt (lwyatt@cde.ca.gov), Education Program Consultants, Title I Policy and Partnerships Office, at (916) 319-0854.

APPLICATION COVER SHEET and PROVIDER INFORMATION
SUPPLEMENTAL EDUCATIONAL SERVICES

Provider Information (Please type or print clearly.)

Contact Name **Title/Position**

Company/Organization

Preferred Address

Work Phone: ( ) **Mobile Phone: ( )**

Work Fax: ( ) **E-mail Address:**

Please list the proposed school districts to be served.

Type of Company/Organization (Please check applicable boxes.)

☐ **For-profit Company** ☐ **Non-profit Organization** ☐ **County Office of Education**

☐ **School District *** ☐ **Charter School** ☐ **Institution of Higher Education**

☐ **Faith-based Organization** ☐ **School not in Program Improvement**

Description of Proposed Services

- Subject areas provided:
- Location of service delivery (e.g., school-site, child's home, public library, etc.):
- Length of each tutorial session (e.g., one hour, two hours, etc.):
- Tutoring schedule (e.g., every day, every other day, summer, etc.):
- Grade levels to be served:
- Specific services targeted to the needs of:
  Students with disabilities ☐ yes ☐ no
  English language learners ☐ yes ☐ no
- Transportation provided to students ☐ yes ☐ no

- **Schools and Districts in Program Improvement are not eligible.**

- Maximum number of students who can be served: in a tutoring session
  in the school year

- Minimum number of students required for provider to offer services:

- Mode of instructional delivery (e.g., one-on-one tutoring, on-line Internet instruction, computer-assisted instruction, small group tutoring, etc

- Instructional materials and resources to be used:

- Number of staff with current teaching credential (Please note: applicants are encouraged, but not required, to employ staff with credentials or teaching experiences.)

I certify that all the information contained within this application is true.

Signature of Authorized Agent **Date**

Name of Authorized Agent (Please type or print clearly.)

NARRATIVE RESPONSE

All applicants must respond to the following items, which reflect applicant quality requirements specified in the regulations for the Supplemental Educational Services Program. Application reviewers will rate the responses to each item according to the attached rubric approved by State Board of Education (SBE). Successful applicants are those that obtained at least 30 or more points out of a maximum of 40 points and did not receive a Level I rating in any element. CDE staff will recommend successful applications to the SBE for approval. The approved list will then be posted on the CDE Web site at http://www.cde.ca.gov/ta/ac/ti/supplemental.asp.

Each response should reflect the applicant's actual experience(s). Documentation of the school, district, or other setting in which the cited experiences occurred is essential. Also, at a minimum, school/district name(s), dates (months, year), applicant's role/capacity, etc., should be provided.

Please **do not exceed** 12 double-spaced pages with 1-inch margins top, bottom, and sides in responding to the following nine items. Reviewers will be instructed to stop reading at the end of 12 pages of narrative. Please use font no smaller than 10 point.

1. Describe the instructional program that will be offered, specifying the research base that validates that the proposed program is an effective method to increase student achievement. Provide the required documentation of a demonstrated record of effectiveness that the program has resulted in improved student achievement: (a) substantiating quantitative data based on assessments developed in accordance with the standards for validity and reliability as set forth in *Standards for Educational and Psychological Testing,* and (b) qualitative data about improved student academic performance as measured by written teacher assessments of student growth in English language arts and/or mathematic. Include at least five letters of reference from previous clients about the positive impact of the applicant's program. (The letters of reference are not included in the 12-page limit.)

   Describe any specific services to address the needs of students with disabilities and/or of English language learners. Provide the required documentation of a demonstrated record of effectiveness with these student populations as specified above. Although not required, applicants are encouraged to employ staff with teaching credentials and staff with experience working with special education pupils and English learners, and to describe these qualifications of their staff in the narrative.

   The program description must include the following specifics:

   - Subject areas provided

   - Instruction that meets the following criteria as set forth in the regulations:
     a. instruction that is aligned with applicable state-adopted academic content standards, K-12 curriculum frameworks, and instructional materials

b. instruction that is organized and presented in a manner designed to meet the specific achievement goals of the students
c. instruction that will be coordinated with the student's school program, including IEPs and 504 plans, if applicable
d. instruction that is of high quality and will increase student's academic achievement in English language arts and/or mathematics
e. instruction that is provided outside of the regular school day

- Rationale for mode of instructional delivery (e.g., one-on-one tutoring, on-line Internet instruction, computer-assisted instruction, small group tutoring)

- Description of, and rationale for, instructional materials and resources to be used

2. Describe procedures that will be used for developing specific achievement goals in consultation with parents/guardians and school staff.

3. Describe the manner in which students with disabilities and English language learners will have access to services.

4. Describe the staffing, fiscal, equipment, and facility resources of the organization that enable it to work with students in compliance with the program regulations and applicable federal, state, and local statutes and regulations. Indicate the specific staff who will be teaching in the program and their qualifications. Please describe staff's credentials or experience working with special education students or English learners, if applicable. Describe student transportation services, if applicable.

5. Describe the procedures that will be used for providing students, parents/guardians, teachers, schools and districts with regular reports of student progress, in their native languages, if necessary. Describe how the progress of students will be measured and what assessments will be used and why. Describe how the assessments were developed in accordance with the standards for validity and reliability as set forth in *Standards for Educational and Psychological Testing*. Include a description of how the provider will continuously monitor the program to ensure its overall effectiveness.

6. Describe how the applicant shall secure parental/guardian permission to obtain access to student data (e.g., STAR data, IEP data and/or 504 data) maintained by the local educational agency for each student served for purposes of demonstrating academic improvement.

7. Describe the process that will be used for collaborating with contracting school districts in the use of individual student STAR test results, and/or other measures used for purposes of accountability to determine the increase in student academic performance.

8. Describe procedures that will be used to maintain, monitor, and notify LEAs about personnel updates related to any provider's staff changes.

9. Describe procedures that will be used for completion of, and compliance with, staff background checks, fingerprinting, and TB tests for those employees providing direct services to students.

Assurances

All of the following assurances are required of all applicants proposing to become Supplemental Educational Services Providers. Applications without signed assurances will be returned without review. **Please initial each assurance; sign and complete "representative" information at the end of the assurances and return these sheets as part of the completed application.**

As the duly authorized representative of this applicant, I certify compliance with each of the following assurances:

☐ Provider certifies that it has not been removed for cause from the list of approved supplemental educational services during the preceding two years.

☐ Provider assures that the instruction provided is secular, neutral, and non-ideological.

☐ Provider agrees staffing, fiscal, equipment, and facility resources of the organization will be in compliance with all applicable federal, state, and local statutes and regulations.

☐ If instruction will occur at a facility other than a student's school or residence, provider certifies that its facility(ies) meets all applicable federal, state, and local health and safety laws.

☐ Provider agrees that all student information shall be kept confidential except as necessary to inform parents/guardians and appropriate school staff.

☐ Provider agrees to comply with all applicable federal, state, and local health, safety, and civil rights laws.

☐ Provider agrees to limit incentives to those directly related to services provided, and not to exceed a monetary value as designated in the contract with the local educational agency (LEA).

☐ Provider agrees to abide by the conditions set forth in the contract with the LEA, including the payment schedule, rates, and any facility user fee arranged with the LEA, that are in compliance with Section 1116(e)(3) and (6) of NCLB pertaining to agreements and amounts for supplemental educational services.

☐ Provider agrees to participate in the monitoring and evaluation process as developed and directed by CDE.

☐ Provider agrees to provide to each LEA with which it contracts written proof of current liability insurance coverage and other necessary insurance in the type and amount required by the LEA.

☐ Provider agrees to comply with rules of each LEA with which it contracts related to providing staff background checks, fingerprinting, and TB tests for those employees providing direct services to students.

☐ Provider agrees to submit to CDE by October 1 each year an annual end-of-fiscal-year report, per Section 13075.3(a) of the regulations.

☐ Provider agrees to maintain for three years records to support the annual end-of-fiscal-year report to CDE, per Section 13075.3 (b) of the regulations.

☐ Provider agrees to notify the CDE of changes in its status, per Sections 4 (liability insurance), 5 (legally constituted to do business in California), 6 (resources compliance with program regulations and applicable laws), 7 (fiscal soundness), or 8 (facility certification) under Section 13075.2 of the regulations.

_____

Signature of Applicant's Representative Date

_____

Name of Applicant's Representative (Please type or print clearly.)

_____

Title or Position of Applicant's Representative

_____

Name of Applicant Agency

Application Scoring Rubric

Reviewer

Proposal

OVERALL SCORING: /40

Narrative Response

Element I. Program	**10 points**

❖ The application narrative describes the program that will be offered. It includes the following specifics:

- Subject areas to be provided
- Instruction that meets the following criteria as set forth in the regulations:
  a. instruction that is aligned with applicable state-adopted academic content standards, K-12 curriculum frameworks, and instructional materials;
  b. instruction that is organized and presented in a manner designed to meet the specific achievement goals of the students;
  c. instruction that will be coordinated with the student's school program including IEPs and 504 plans, if applicable;
  d. instruction that is high quality and will result in an increase in student's academic achievement in English language arts and/or mathematics;
  e. instruction that is provided outside of the school day.

- Rationale for mode of instructional delivery (e.g., one-on-one tutoring, on-line Internet instruction, computer-assisted instructions, small group tutoring, etc.)
- Description of, and rationale for, instructional materials and resources to be used
- Description of procedures for developing specific achievement goals in consultation with parents/guardians and school staff
- Description of manner in which students with disabilities and English learners will have access to services
- (**IF APPLICABLE**) Description of specific services targeted to the needs of students with disabilities and/or English language learners

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Scoring Rubric Terminology

"Inadequate" means that the information provided does not meet minimum requirements.

"Adequate" means that the information provided meets minimum requirements.

"Thorough" or "Extensive" means that the information provided exceeds minimum requirements.

Level I 0-1 points	Level II 2-5 points	Level III 6-10 points
• The narrative provides an inadequate description of the subject areas to be taught.	• The narrative provides an adequate description of the subject areas to be taught.	• The narrative provides a thorough description of the subject areas to be taught.
• The narrative provides an inadequate description of the instruction as outlined in the regulations and in Element I.	• The narrative provides an adequate description of the instruction as outlined in the regulations and in Element I.	• The narrative addresses all of the required elements of instruction as outlined in the regulations and in Element I.
• The narrative provides an inadequate rationale for the mode of instructional delivery.	• The narrative provides an adequate rationale for the mode of instructional delivery.	• The narrative provides an extensive rationale for the mode of instructional delivery.
• The narrative provides an inadequate description and rationale for the instructional materials and resources to be used.	• The narrative provides an adequate description and rationale for the instructional materials and resources to be used.	• The narrative thoroughly describes the instructional materials and resources to be used and the rationale for their use.
• The narrative provides an inadequate description of procedures for developing achievement goals in consultation with parents/guardians and school staff.	• The narrative provides an adequate description of procedures for developing achievement goals in consultation with parents/guardians and school staff.	• The narrative thoroughly describes the procedures used to develop achievement goals in consultation with parents/guardians and school staff.

• The narrative provides inadequate description of the manner in which students with disabilities and English learners will have access to services. • (**IF APPLICABLE**) The narrative provides an inadequate description of specific services targeted to the needs of students with disabilities and/or of English language learners.	• The narrative provides an adequate description of the manner in which students with disabilities and English learners will have access to services. • (**IF APPLICABLE**) The narrative provides an adequate description of specific services targeted to the needs of students with disabilities and/or of English language learners.	• The narrative thoroughly describes the manner in which students with disabilities and English learners will have access to services. • (**IF APPLICABLE**) The narrative provides a thorough description of specific services targeted to the needs of students with disabilities and/or of English language learners.
Total points for Element I /10		

Element II.	Staff and Resources	10 points

- The application narrative indicates specific staff who will be teaching in the program and their qualifications.
- The application narrative indicates the fiscal, equipment, and facility resources of the organization enabling it to work with students in compliance with program regulations and applicable laws and regulations.
- The application narrative describes the procedures the applicant will use to maintain, monitor, and notify LEAs about personnel changes related to provider's staff changes.
- The application narrative describes procedures for completion of, and compliance with, district-required staff background checks, fingerprinting, and TB tests for those employees providing direct services to students.
- **(IF APPLICABLE)** The application narrative describes student transportation services.

Level I 0-1 points	Level II 2-5 points	Level III 6-10 points
• The narrative inadequately describes the teaching staff and their qualifications. • The narrative inadequately describes the fiscal, equipment, and facility resources of the applicant to provide services in accordance with law and regulations. • The narrative inadequately discusses applicant's procedures for informing districts about personnel changes. • The narrative inadequately addresses how the applicant will complete and comply with district-required staff background checks, fingerprinting, and TB tests for those employees providing direct services to students. **(IF APPLICABLE)** • The narrative inadequately describes any applicable student transportation the applicant may provide.	• The narrative provides an adequate description of the teaching staff and their qualifications. • The narrative adequately describes the fiscal, equipment, and facility resources of the applicant to provide services in accordance with law and regulations. • The narrative provides an adequate description of the applicant's procedures for informing districts about personnel changes. • The narrative provides an adequate description of how the applicant will complete and comply with district-required staff background checks, fingerprinting, and TB tests for those employees providing direct services to students. **(IF APPLICABLE)** • The narrative adequately describes any applicable student transportation the applicant may provide.	• The narrative provides extensive evidence that the staff is fully qualified, including staff with credentials or experience with special education pupils and/or English learners. • The narrative provides extensive discussion of the fiscal, equipment, and facility resources of the applicant to provide services in accordance with law and regulations. • The narrative thoroughly identifies the applicant's procedures for informing districts about personnel changes. • The narrative thoroughly addresses how the applicant will complete and comply with district-required staff background checks, fingerprinting, and TB tests for those employees providing direct services to students. **(IF APPLICABLE)** • The narrative thoroughly describes any applicable student transportation the applicant may provide.
Total points for Element II /10		

Element III.	High Quality Research and Program Effectiveness	10 points

- The application narrative describes the research base on which the applicant's program is built and validates that the program is an effective method to increase student academic achievement.
- The application narrative provides evidence of the program's effectiveness. Included are qualitative data (i.e. written teacher assessments of student growth) and quantitative data based on assessments developed in accordance with the standards for validity and reliability as a set forth in *Standards for Educational and Psychological Testing* that support student academic progress. There are at least five letters of reference from previous clients about the positive impact of the applicant's program.
- **(IF APPLICABLE**) The application narrative provides evidence of the program's effectiveness with students with disabilities and/or with English language learners. Included are qualitative and quantitative data as described in the preceding paragraph.

Level I 0-1 points	Level II 2-5 points	Level III 6-10 points
• The narrative provides an inadequate description of the research base that validates the program's effectiveness in increasing student academic achievement. • The narrative provides inadequate qualitative data and inadequate quantitative data from valid and reliable assessments to demonstrate that the program has been effective in increasing student achievement. • (**IF APPLICABLE**) The narrative provides inadequate qualitative and inadequate quantitative data to demonstrate that the program has been effective in increasing student achievement of students with disabilities and/or of English language learners.	• The narrative provides an adequate description of the research base that validates the program's effectiveness in increasing student academic achievement. • The narrative provides adequate qualitative data and adequate quantitative data from valid and reliable assessments to demonstrate that the program has been effective in increasing student academic achievement. • (**IF APPLICABLE**) The narrative provides adequate qualitative and adequate quantitative data to demonstrate that the program has been effective in increasing student achievement of students with disabilities and/or of English language learners.	• The narrative provides an extensive description of the research base that fully validates the program's effective-ness in increasing student academic achievement. • The narrative provides extensive qualitative and extensive quantitative data from valid and reliable assessments to demonstrate that the program has been effective in increasing student academic achievement. • (**IF APPLICABLE**) The narrative provides extensive qualitative and extensive quantitative data to demonstrate that the program has been effective in increasing student achievement of student with disabilities and/or of English language learners.
Total points for Element **Element III /10**		

Element IV.	Evaluation/ Monitoring	10 points

- The application narrative describes procedures for developing specific achievement goals in consultation with parents/guardians and school staff.
- The application narrative describes the procedures for providing students, parents/guardians, teachers, schools, and districts with regular reports of the student progress, in their native languages, if necessary.
- The application narrative delineates how the progress of students will be measured. The application narrative specifies which assessments will be used and why.
- The application narrative describes how the assessments were developed in accordance with the standard for validity and reliability as set forth in *Standards for Educational and Psychological Testing.*
- The application narrative describes how the applicant will secure parental/guardian permission to have access to student data maintained by the local educational agency for each student served for the purposes of demonstrating academic improvement.
- The application narrative describes the process of collaborating with contracting school districts in the use of individual student STAR test results, and/or other measures used for purposes of accountability in determining the increase in student academic performance.
- The application narrative describes how the applicant will monitor the program to ensure its overall effectiveness.

Level I 0-1 points	Level II 2-5 points	Level III 6-10 points
• The narrative inadequately describes the applicant's procedures to consult with parents/guardians and school staff to develop specific achievement goals.	• The narrative adequately describes the applicant's procedures to consult with parents/guardians and school staff to develop specific achievement goals.	• The narrative thoroughly describes the applicant's procedures to consult with parents/guardians and school staff to develop specific achievement goals.
• The narrative inadequately describes the applicant's procedures for providing students, parents/guardians, teachers, schools, and districts with regular reports of student progress, in their native languages, if necessary.	• The narrative adequately describes the applicant's procedures for providing students, parents/guardians, teachers, schools, and districts with regular reports of student progress, in their native languages, if necessary.	• The narrative thoroughly describes the applicant's procedures for providing students, parents/guardians, teachers, schools, and districts with regular reports of student progress, in their native languages, if necessary.
• The narrative inadequately delineates how student progress will be measured. The narrative does not specify which assessments will be used and why.	• The narrative adequately delineates how student progress will be measured. The narrative specifies which assessments will be used and why.	• The narrative thoroughly delineates how student progress will be measured. The narrative extensively describes which assessments will be used and why.
• The narrative inadequately describes how the assessments were developed for validity and reliability.	• The narrative adequately describes how the assessments were developed for validity and reliability.	• The narrative thoroughly describes how the assessments were developed for validity and reliability.

• The narrative inadequately describes how the applicant will secure parental/guardian permission to have access to student academic achievement data at the school. • The narrative inadequately describes the applicant's process of collaborating with school districts to use STAR test results and/or other measures used for purposes of accountability to determine the academic growth of students served. • The narrative inadequately describes the applicant's ongoing program monitoring procedures for program effectiveness.	• The narrative adequately describes how the applicant will secure parental/guardian permission to have access to student academic achievement data at the school. • The narrative adequately describes the applicant's process of collaborating with school districts to use STAR test results and/or other measures used for purposes of accountability to determine the academic growth of students served. • The narrative adequately describes the applicant's ongoing program monitoring procedures for program effectiveness.	• The narrative thoroughly describes how the applicant will secure parental/guardian permission to have access to student academic achievement data at the school. • The narrative thoroughly describes the applicant's process of collaborating with school districts to use STAR test results and/or other measures used for purposes of accountability to determine the academic growth of students served. • The narrative thoroughly explains the applicant's ongoing program monitoring procedures for program effectiveness.
Total points for Element IV /10		

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: May 6, 2005

TO: MEMBERS, STATE BOARD OF EDUCATION

FROM: Geno Flores, Deputy Superintendent
Assessment and Accountability Branch

RE: Item No. 8

SUBJECT: No Child Left Behind (NCLB) Act of 2001: Approve Supplemental Educational Services Providers for 2005-07

Staff recommends approval of Attachment 1, a list of 177 supplemental educational services provider applicants, which constitutes 86 percent of 207 completed applications reviewed. There are 30 completed applications not recommended for approval.

Supplemental Educational Services Provider Applicants Recommended for SBE Approval – May 2005 By Type of Company or Organization

Company or Organization Type	Count of Applicants	Percent of Applicants
County Office of Ed	6	3%
Faith-based Org	9	5%
For-profit	77	44%
Institution of Higher Ed	2	1%
Non PI School	5	3%
Non-profit	51	29%
School District	27	15%
TOTAL	**177**	**100%**

During this review period a total 241 applications were received. The breakout is as follows:

Completed Applications	207 (86% of 241)
Incomplete Applications	24 (9.5%)
PI/LEA Applications	7 (3%)
Applications voluntary withdrawn	3 (1.2%) Reasons included: 1.) Applicant does not provide individual student tutoring; 2.) Applicant has not completed developing its program; and 3.) Applicant does not provide tutoring in either English language arts or math.)
Total	241

Staff used the four-point rubric approved by the State Board of Education (SBE) in January 2005 to evaluate the applications. After SBE approval of the May 2005 list of recommended providers, CDE will post the list on its Web site. The list of approved providers will be in effect beginning July I, 2005 through June 30, 2007.

Attachment 1: Supplemental Educational Services Provider Information (15 Pages)

Supplemental Educational Services Provider Information

Applicant	Status	Type of Org	ELA	Math	ELD	Other	Students w/ Disabilities	ELs	LEAs to be served
A + Tutors Club	Renew	For-profit	☑	☑	☐	☑	☑	☑	All districts in Los Angeles County, Orange County, and Ventura County, Los Angeles COE, Los Angeles USD, Ventura COE, Ventura USD, Orange USD, Orange COE, Briggs Elem, Conejo Valley USD, Fillmore USD, Golden Valley USD, Hueneme Elem, Mesa Mesa UnElem, Moorpark USD, Mupu Elem, Oak Park USD, Ocean View Elem, Ojai USD, Oxnard Elem, Oxnard UnHigh, Pleasant ValleyElem, Rio Elem, Santa Paula Elem, Santa Paula UnHigh, Simi ValleyUSD, Somis UnElem, Ventura USD, Anaheim Elem, Anaheim UnHigh, Brea-Olinda USD, Buena Park Elem, Capistrano USD, Centralia Elem, Cypress Elem, Fountain Valley Elem, Fullerton Elem, Fullerton Jt. UnHigh, Garden Grove USD, Huntington Beach City Elem, Huntington Beach UnHigh, Irvine USD, Long Beach USD, Laguna Beach USD, La Habra City Elem, Los Alamitos Unif, Lowell Jt., Magnolia Elem, Newport-Mesa USD, Ocean View Elem, Orange USD, Saddleback Valley USD, Santa Ana USD, Savanna Elem, Tustin USD, Placentia-Yorba Linda USD, ABC USD, Acton-Agua Dulce USD, Alhambra City Elem, Alhambra City High, Antelope Valley UnHigh, Arcadia USD, Azusa USD, Baldwin Park USD, Bassett USD, Bellflower USD, Beverly Hills USD, Bonita USD, Burbank USD, Castaic UnElem, Centinela Valley UnHigh, Charter Oak USD, Claremont USD, Compton USD, Covina-Valley USD, Culver City USD, Downey USD, Duarte USD, East Whittier City Elem, Eastside UnElem, El Monte CityElem, El Monte UnHigh, El Rancho USD, El Segundo USD, Garvey Elem, Glendale USD, Glendora USD, Gorman Elem, Hacienda La Puente USD, Hawthorne Elem, Hermosa Beach City Elem, Hughes-Elizabeth Lakes UnElem, Inglewood USD, Keppel UnElem, La Canada Unif, Lancaster Elem, Las Virgenes USD, Lawndale Elem, Lennox Elem, Little Lake City Elem, Los Angeles Co. CYA District, Los Angeles COE, Los Nietos Elem, Lowell Jt., Lynwood USD, Manhattan Beach USD, Monrovia USD, Montebello Elem, Mountain View Elem, Newhall Elem, Norwalk-La Mirada USD, Palmdale Elem, Palos Verdes Peninsula USD, Paramount, Pasadena USD, Pomona USD, Redondo Beach USD, Rosemead Elem, Rowland USD, San Gabriel USD, San Marino USD, Santa Monica-Malibu USD, Saugus UnElem, South Pasadena USD, South Whittier USD, Sulphur Springs UnElem, Temple City USD, Torrance USD, Valle Lindo Elem, Walnut Valley USD, West Covina USD, Westside Elem, Whittier City Elem, Whittier UnHigh, William S. Hart UnHigh, Wilsona Elem, Wiseburn Elem
A Tutoring Place High School	New	Non-profit	☑	☑	☐	☐	☑	☐	not provided
A+ Educational Centers	Renew	For-profit	☑	☑	☐	☑	☑	☑	Statewide
ABC Phonetic Reading School, Inc.	Renew	For-profit	☑	☑	☐	☑	☑	☑	ABC is currently serving students as far North as Sacramento and as far South as Riverside. We will provide Supplemental Services Statewide in 2005-06

Supplemental Educational Services Provider Information

Applicant	Status	Type of Org	ELA	Math	ELD	Other	Students w/ Disabilities	ELs	LEAs to be served
ABC-Learn.Inc.	Renew	Non-profit	☑	☑	☐	☐	☑	☑	Statewide
Academic Tutoring Services, Inc.	New	For-profit	☑	☑	☐	☐	☑	☑	Pajaro Valley Joint Unified, Santa Cruz City Elemetary, Santa Cruz City High, Live Oak Elementary, Live Oak Unified
Ace It! Tutoring in Rialto	Renew	For-profit	☑	☐	☑	☐	☑	☐	Services will be delivered with San Bernardino County. We serve students attending school sin the Bloomington Unified School District, Colton Unified School District, Fontana Unified School District, Rialto Unified School District, San Bernardino Unified School District, and surrounding school districts within an eight (8) mile radius.
Ace It! Tutoring in Stockton and Lodi	Renew	For-profit	☑	☑	☐	☐	☐	☐	Stockton Unified School District, Lodi Unified School District and Lincoln Unified School District
ACE Tutoring Services, Inc.	Renew	For-profit	☐	☑	☐	☑	☑	☑	The entire State of California
Action Learning Systems	Renew	For-profit	☑	☑	☐	☑	☑	☑	Los Angeles County, Los Angeles, Los Angeles USD, Greater Los Angeles area, Sacramento Metropolitan area, Colton USD, Stockton USD, faurfuekd-Suisun USD, Garden Grove Unified, Anaheim City and Anaheim Union School District, Orange County, Palm Spring USD, Riverside USD
African American Unity Center	Renew	Non-profit	☑	☑	☐	☐	☐	☑	Los Angeles USD
America's English Language Tutoring Programs by Talking	Renew	Non-profit	☐	☐	☑	☑	☑	☑	Los Angeles Unified School and any school district in Los Angeles County. Santa Ana Unified and any schooln district in San Bernardino Conty, Desert Sands Unified School District and any school district in Riverside Conty, San Diego City School District and any school district in San Diego County, we will also serve any school district at the request of the Educational Services Office.
Anne & William Hendenkamp Elementary School	New	Non PI School	☑	☑	☐	☐	☑	☑	Chula Vista ESD
ARC Associates	Renew	Non-profit	☐	☑	☐	☑	☑	☑	All districts in Alameda, Contra Costa, Santa Clara, Los Angeles, Orange, and San Bernardino Counties.
A's and B's Tutorial Service	Renew	For-profit	☐	☑	☐	☐	☐	☐	All Districts in California
ASA Learning Center	Renew	Non-profit	☑	☑	☐	☑	☑	☐	San Bernardino City Unified School District
Babbage Net School, Inc.	Renew	For-profit	☑	☑	☐	☑	☑	☑	All districts in California

Supplemental Educational Services Provider Information

Applicant	Status	Type of Org	ELA	Math	ELD	Other	Students w/ Disabilities	ELs	LEAs to be served
Barstow Unified School District	Renew	School District	☑	☑	☐	☐	☑	☑	Barstow USD
Bartelt Education Center	Renew	For-profit	☑	☑	☐	☑	☑	☑	Yuba City USD, Marysville USD
Basic Educational Services Team, Inc.	New	Non-profit	☑	☑	☐	☐	☑	☑	Statewide
Bay Area Education Support System	Renew	For-profit	☐	☑	☐	☐	☐	☐	Hayward, Castro Valley, San Lorenzo, San Leandro, Oakland, Emeryville, Berkeley, Albany, Kensington, West Contra Costa, Vallejo, Benicia, Fairfield, Suisun, Travis, Vacaville, Fairfield-Suisun, Napa
Bay Area Points of Knowledge	New	For-profit	☐	☑	☐	☑	☐	☐	All school districts in Alameda Contra Costa San Joaquin San Mateo Santa Clara Solano Counties
Boys & Girls Clubs of America/CA Alliance of Boys &	Renew	Non-profit	☐	☑	☐	☑	☐	☐	Statewide by all California-based Boys & Girls Clubs
Brain Hurricane	Renew	For-profit	☑	☑	☐	☑	☑	☑	LAUSD
Brainfuse Online Instruction	Renew	For-profit	☑	☑	☐	☑	☑	☑	All districts in California
Bright Futures Learning Center	New	For-profit	☑	☐	☐	☐	☑	☐	Eueka Union, Foresthill Union Elem, Loomis Union Elem, Newcastle Elem, Ophir Elem, Penryn Elem, Placer Hills Union Elem, Placer Union High, Buckeye Union Elem, Camino Union Elem, El Dorado Union High, Gold Oak Union Elem, Gold Trail Union Elem, Indian Diggings Elem, Lake Tahoe Unified, Latrobe, Mother Lode Union Elem, Pioneer Union Elem, Placerville Union Elem, Rescue Union Elem, Silver Fork Elem, Brittan Elem, Browns Elem, East Nicholaus JUH, Franklin Elem, Live Oak Unified, Marcum-Illinois Union Elem, Meridian Elem, Nuestro Elem, Pleasant Grove JU, Sutter Union High, Winship Elem, Yuba City Unified, Chicago Part Elem, Clear Creek Elem, Grass Valley Elem, Nevada City Elem, Pleasant Valley Elem, Ready Spring Union Elem, Union Hill Elem, Twin Ridges Elem, Roseville Joint Elem, Tahoe-Truckee Joint Unified, Western Placer Unified, Rocklin Unified
Bright Sky Learning L.L.C.	New	For-profit	☐	☑	☐	☑	☑	☑	Statewide
Building Achieving Minds	Renew	Non-profit	☑	☑	☐	☐	☑	☑	Inglewood USD; Hawthorne SD; Lawndale SD; Centinela Valley UHSD; LAUSD Local Districts 3, 7, and 8
Bungy Reading	Renew	For-profit	☑	☐	☐	☑	☐	☑	Kern County Union SD, Tulare County Union SD

Supplemental Educational Services Provider Information

Applicant	Status	Type of Org	ELA	Math	ELD	Other	Students w/ Disabilities	ELs	LEAs to be served
Burton C. Tiffany Elementary School	New	Non PI School	☑	☑	☐	☐	☑	☑	Chula Vista ESD
Butte County Office of Education	New	County Office of	☑	☑	☐	☐	☑	☑	Bangor Union, Biggs Unified, Chico Unified, Durham Unified, Golden Feather Elem, Gridley Unified, Manzanita Elem, Oroville City Elem, Oroville Union High, Palermo Union, Paradise Unified, Pioneer Union, Thermalito Union
Cajon Valley Union School District	Renew	School District	☑	☑	☐	☐	☑	☑	Cajon Valley Un SD
California Institute on Human Services	New	For-profit	☐	☑	☐	☐	☑	☑	Sonoma County Region 1 Santa Rosa-Bellevue Union Elem Roseland Wright Elementary School Dist
Calistoga Joint Unified School District	Renew	School District	☑	☑	☐	☐	☑	☑	Calistoga Joint Un SD
Cambridge Educational Services	New	For-profit	☑	☑	☐	☐	☑	☑	All CA LEAs identified as eligible for SES.
Cambridge Learning Centers (Boyer Associates, LLC)	New	For-profit	☑	☑	☐	☑	☐	☑	Statewide
Carney Educational Services, LLC	Renew	For-profit	☑	☑	☐	☑	☑	☑	Los Angeles USD Lancaster ESD Palmdale ESD Santa Ana USD
Carter, Reddy, & Associates	Renew	For-profit	☐	☑	☐	☑	☑	☑	Statewide
Catapult Online	New	For-profit	☐	☑	☐	☑	☑	☑	Statewide
Center for Learning Unlimited	New	Non-profit	☑	☑	☐	☐	☑	☐	Palos Verdes Peninsula USD Redondo Beach USD Hermosa Beach City ESD Torrance USD Manhattan Beach USD El Segundo USD Huntington Beach Long Beach USD Santa Monica-Malibu USD Beverly Hills USD Lawndale ESD Los Angeles USD

Supplemental Educational Services Provider Information

Applicant	Status	Type of Org	ELA	Math	ELD	Other	Students w/ Disabilities	ELs	LEAs to be served
Center Stage Theatrical and Educational Agency	Renew	Non-profit	☑	☑	☐	☑	☑	☐	San Diego City USD
Ceres Unified School District	New	School District	☑	☑	☐	☐	☑	☑	Ceres USD
Ceres USD Foundation	New	Non-profit	☑	☑	☐	☐	☑	☑	Stanislaus County
Chartwell School	New	Non-profit	☑	☑	☐	☑	☑	☐	Monterey County Santa Cruz County Southern San Benito County
Chess Tutors: People Making Progress	Renew	Faith-based Org	☑	☑	☐	☑	☑	☑	Los Angeles USD Culver City USD San Bernardino City USD Orange County Riverside USD
Christ Church of San Diego	Renew	Non-profit	☑	☑	☐	☑	☐	☑	San Diego Unified SD
Chula Vista Elementary School District	Renew	School District	☑	☑	☐	☐	☑	☑	Chula Vista ESD
City of Sacramento, START IT	Renew	Non-profit	☐	☑	☐	☑	☐	☐	Sacramento City USD Del Paso Heights ESD Elk Grove USD Rio Linda Un ESD North Sacramento ESD Natomas USD
Club Z! Tutoring Inc.	Renew	For-profit	☑	☑	☑	☑	☑	☑	Statewide
CompassLearning, Inc.	Renew	For-profit	☑	☑	☐	☑	☐	☑	Statewide
Da Vinci Learning Center	Renew	Non-profit	☑	☑	☑	☐	☐	☑	Statewide
Dixon Unified School District	Renew	School District	☑	☑	☐	☐	☑	☑	Soloano County School Districts
Doctrina Tutoring	New	Non-profit	☐	☑	☐	☐	☐	☐	San Diego City Schools, Poway USD, Escondido Union SD, Chula Vista Elem SD
Dream Builders Tutorial Center	Renew	Non-profit	☑	☑	☑	☑	☑	☑	LAUSD, Englewood USD, Palm Springs USD, Pasadena USD, Riverside SD, Val Verde USD

Supplemental Educational Services Provider Information

Applicant	Status	Type of Org	ELA	Math	ELD	Other	Students w/ Disabilities	ELs	LEAs to be served
EdSolutions	New	Non-profit	☑	☑	☐	☐	☐	☑	Adelanto SD, Anaheim ESD, An Ysidro SD, Baker Valley USD, Bakersfield CESD, Cajon Valley UESD, Chino Valley USD, Chula Vista ESD, Coachella Valley USD, Colton JUSD, Corona-Norco USD, Desert Sands USD, Elk Grove USD, Escondido UESD, Fontana USD, Fresno USD, Garden Grove USD, Glendale USD, Hemet USD, Hesperia USD, Inglewood USD, Jurupa USD, LaMesa-Spring Valley ESD, Lancaster ESD, Lincoln USD, Lodi USD, Lompoc USD, Long Beach USD, LAUSD, Lynwood USD, Madera USD, Mantec USD, Merced CESD, Modesto CESD, Montebello USD, Moreno USD, Montain View ESD, National SD, Oakland USD, Oceanside USD, Ontario-Montclair ESD, Oxnard ESD, Pajaro Valley JUSD, Palm Springs USD, Palmdale USD, Paramount USD, Pasadena USD, Paso Robles SD, Pomona USD, Porterville USD, Redlands USD, Redwood CSD, Rialto UESD, Riverside USD, Sacramento USD, SanBernardino USD, San Diego CUSD, SFUSD, San Jacinto SD, San Jose USD, San Juan USD, Santa Ana USD, Santa Barbara USD, Santa Maria Bonita USD, Stockton CUSD, Victor ESD, Visalia USD, Vista USD, West Contra Costa USD
Education 2020/ E2020 Virtual Tutor	Renew	For-profit	☐	☑	☐	☑	☐	☐	Available to all districts statewide
Education 2020/Kids College	New	For-profit	☐	☑	☐	☑	☐	☑	Available to all districts statewide
Education Station, A Sylvan Partnership	Renew	Non-profit	☐	☑	☐	☑	☑	☑	Statewide
Educational & Tutorial Services	Renew	Non-profit	☑	☑	☐	☑	☐	☑	Centinela Valley Un HSD, Los Angeles, Hawthorne, Lawndale, Torrance, Redondo Beach
Educational Support Network & Southern California Academy of	New	Non-profit	☑	☑	☐	☐	☑	☑	LAUSD, Compton Unified, Lynwood Unified, Inglewood Unified, Lawndale, Hawthorne, Centinela Velley, Bellflower, Riverside, El Monte, San Diego, Little Lake, ABC, Lennox, Montebello, Pomona, Pasadena, Norwalk LaMirada, Long Beach, Ventura, Ojai, Carpenteria, Santa Barbara,
El Dorado County Office of Education	New	County Office of	☑	☑	☐	☐	☑	☑	Black Oak Mine USD, Buckeye UnSD, Camino UnSD, El Dorado UnSD, Gold Oak UnSD, Gold Trail UnSD, Indian DiggingsSD, Lake Tahoe USD. Latrobe SD, Mother Lode UnSD, Pioneer UnSD, Placerville UnSD, Pollock Pines SD, Rescue UnSD, Silver Fork SD, Alpine CoUSD.
Encourage Tomorrow	Renew	Non-profit	☑	☑	☐	☐	☐	☑	All schools including charters in Fresno, Madera, Tulare, and Kings Counties
Escondido Union School District	New	School District	☑	☑	☐	☐	☑	☑	Escondido Union SD

Supplemental Educational Services Provider Information

Applicant	Status	Type of Org	ELA	Math	ELD	Other	Students w/ Disabilities	ELs	LEAs to be served
Extreme Learning Inc.	Renew	Non-profit	☑	☑	☑	☑	☑	☑	West Contra Costs Co Unified, Fremont Unified, San Jose Unified, Gilroy Unified, Hollister Unified, North County Elem, Aromas-San Juan Elem, Alisal Elem, Salinas City Elem, Soledad Unified, Greenfield Elem, Pajaro Valley Unified
Failure Free Reading	Renew	For-profit	☑	☐	☐	☑	☑	☑	All Districts
Fountain of Life, Inc.	New	Faith-based Org	☐	☑	☐	☑	☐	☑	San Bernadino Co., High Desert, West Valley, and East Valley USDistricts
Fresno Communities Organizing Resources to Advance Learning	New	Non-profit	☑	☑	☐	☑	☐	☑	Alvina Elem, American Un Elem, Big Creek Elem, Burrel Un Elem, Caruthers Unified, Central Unified, Clay Elem, Clovis Unified, Coalinga-Huron Unified, FCOE Court Schools, FCOE PASS Program, Firebaugh-Las Deltas Unified, Fowler Unified, FCOE, Fresno Unified, Golden Plains Unified, Kerman Unified, Kings Canyon Unified, Kingsburg Elem, Kingsbury HS, Layton Unfifed, Mendota Unified, Monroe Elem, orange Center Elem, Pacific Union Elem, Parlier Unified, Pine Ridge Elem, Raisin City Elem, Riverdale Unified, Sanger Unified, Selma Unified, Sierra Unified, Washington Colony Elem, Washington Un High, West Fresno Elem, West Park Elem, Westside Elem, Madera Unified SD
Fresno Covenant Foundation (FCF)	Renew	Faith-based Org	☑	☐	☐	☐	☑	☑	Fresno USD Central USD Firebaugh USD West Fresno ESD
Genesis 8 Learning Center	Renew	For-profit	☐	☑	☐	☑	☑	☑	Los Angeles City & County SD Riverside City & County SD San Bernardino City & County SD
Get Ahead Learning	New	For-profit	☐	☑	☐	☐	☐	☑	Pasadena USD
Girls Incorporated of Alameda County	New	Non-profit	☑	☐	☐	☐	☐	☑	Oakland Unified School District
Golden State YMCA	New	Non-profit	☑	☐	☐	☐	☑	☑	Woodlake UnElm SD, Woodlake UnHighSD, Visalia USD, Corcoran Jt. USD
Goleta Union School District	New	School District	☑	☑	☐	☐	☑	☑	Goleta Union School District
Good News Hope and Help	Renew	Faith-based Org	☑	☑	☐	☐	☑	☑	San Bernardino City USD Riverside USD Moreno Valley SD Alvord USD

Supplemental Educational Services Provider Information

Applicant	Status	Type of Org	ELA	Math	ELD	Other	Students w/ Disabilities	ELs	LEAs to be served
Greater Life Baptist Church	Renew	Faith-based Org	☑	☑	☐	☐	☐	☐	San Diego County, San Diego USD
GSAME Study Center	Renew	Faith-based Org	☑	☑	☐	☐	☑	☑	San Diego USD Sweetwater SD Grossmont SD
History Makers International	New	Non-profit	☐	☐	☑	☑	☑	☑	Los Angeles USD, Los Angeles COE, Ventura COE
Homeys Youth Foundation	New	Non-profit	☑	☑	☐	☐	☑	☑	San Diego and San Jacinto School Districts
Huntington Learning Centers, Inc.	Renew	For-profit	☐	☑	☐	☑	☑	☑	Sacramento, Stanislaus, Contra Costa, Santa Barbara, San Diego, Alameda, Ventura, Los Angeles, Santa Clara, Orange, Placer, and Riverside
Interfaith Community Services	New	Non-profit	☑	☑	☐	☐	☐	☐	Escondido San Marcos Vista Oceanside North County area of San Diego
Jair Learning	Renew	For-profit	☐	☑	☐	☑	☐	☐	School Districts Statewide
John Corcoran Foundation/New Education Options, Inc.	New	Non-profit	☑	☐	☐	☑	☑	☑	2005-06 LEA (LAUSD) 2006-2007 LACOE, Greater Los Angeles and requesting school districts
Joseph Casillas Elementary School	New	Non PI School	☐	☐	☑	☑	☑	☑	Chula Vista Elementary SD
Jump into Reading, Grades 4-8	New	For-profit	☐	☐	☐	☑	☐	☑	Lodi USD, Manteca USD, Lincoln USD, Stockton USD
Kaplan K12 Learning Services	Renew	For-profit	☑	☑	☐	☐	☐	☑	All
Kern County Superintendent of Schools	Renew	County Office of	☑	☐	☐	☑	☑	☑	All Districts in Kern County
Kid Angel Learning Lab	New	Non-profit	☑	☑	☐	☑	☑	☑	San Diego City USD, Chula Vista Elem, LaMesa-Spring Valley, South Bay Union Elem.
KnowledgePoints	Renew	For-profit	☐	☑	☐	☑	☐	☐	All school districts Statewide

Supplemental Educational Services Provider Information

Applicant	Status	Type of Org	ELA	Math	ELD	Other	Students w/ Disabilities	ELs	LEAs to be served
Kumon North America, Inc.	Renew	For-profit	☐	☑	☐	☑	☐	☑	Alameda City USD, Anaheim City SD, Anahiem UnHSD, Antioch USD, Bassett USD, Bakersfield Cty SD, CarpinteriaUSD, Centinela VlyUSD, Central USD, ChinoVlyUSD, ColtonJt.USD, ConcordUSD, CorcoranUSD, Corona-NorcoUSD, Covina VlyUSD, Fairfield-Suisun USD, Franklin-McKinleySD, FresnoUSD, GardenGroveUSD, HanfordElemSD, HawthorneSD, HaywardSD, Hollister SD, LawndaleElemSD, Lemoore UnHSD, Little Lake Cty ElemSD, Los Angeles USD, ModestoCtySD, Napa ValleyUSD,Norwalk-LaMiradaUSD, Pajaro ValleyUSD, PalmdaleUSD, PasadenaUSD, PittsburgUSD, Placentia-Yorba Linda USD, Pomona USD, Rialto USD, San Bernardino USD, San Diego CitySD, San FranciscoUSD, San JoseUSD, Santa AnaUSD, Santa CruzCitySD, Santa RosaCitySD, Ventura USD, West Contra CostaUSD, West Covina USD.
La Mesa Spring Valley School District	Renew	School District	☑	☑	☐	☐	☑	☑	La Mesa Spring Valley
Lake Tahoe Unified School District	Renew	School District	☐	☑	☐	☑	☑	☑	Lake Tahoe USD
Learning Fun Center	Renew	For-profit	☑	☑	☑	☑	☑	☑	Los Angeles, Long Beach, Inglewood, Pasadena, San Bernardino, San Diego, Riverside, Rialto, Fontana, Compton, Moreno Valley, Corona, Pomona, Anaheim, Pico Rivera, El Monte, Rancho Cucamonga, Lynwood, Lakewood, Fullerton, Culver City, Montebello, Baldwin Park, Whitter, Ontario, Perris
Learning Plus Associates	New	Non-profit	☐	☑	☐	☑	☑	☑	Any school district in California
Learning Support System	New	Non-profit	☑	☑	☐	☐	☑	☑	Bellflower USD, Compton USD, ABC USD, Lon Geach USD, LA USD, Downey USD
Lindamood-Bell Learning Processes	Renew	For-profit	☑	☑	☐	☑	☑	☑	Statewide
Lindsay Unified School District	Renew	School District	☑	☑	☐	☐	☑	☑	Lindsay Unified School District
Long Beach Community Action Partnership	New	Non-profit	☑	☑	☐	☑	☐	☑	Long Beach USD
Long Beach Unified School Distirct	Renew	School District	☑	☑	☐	☐	☑	☑	Long Beach Unified School District
Manteca Unified School District	Renew	School District	☑	☑	☐	☐	☑	☑	San Joaquin County School Districts including Manteca Unified School District
Martinez Unified School District	Renew	School District	☑	☑	☐	☐	☑	☑	Martinez USD

Supplemental Educational Services Provider Information

Applicant	Status	Type of Org	ELA	Math	ELD	Other	Students w/ Disabilities	ELs	LEAs to be served
Math Support Services	New	For-profit	☐	☑	☐	☐	☑	☐	William S. Hart High SD, Castaic USD, LAUSD, Newhall SD, Sulfur Springs USD, Gorman SD, Acton-Agua Dulce USD
MATHNASIUM	Renew	For-profit	☐	☑	☐	☐	☐	☐	Los Angeles, Orange County, San Bernardino, Contra Costa, Riverside
MathThink LLC	New	For-profit	☐	☑	☐	☐	☑	☑	Statewide: Alum Rock USD, Eastside HS, Franklin McKinley, Allisal, Salinas, Fresno, Oakland, San Francisco, Hayward, LA Unified, Merced
Mono County Office of Education	Renew	County Office of	☑	☑	☐	☐	☑	☑	Mammoth USD, Eastern Sierra USD, Bishop ESD, Bishop Jt. Union HSD, Big Pine USD, Death Valley USD, Owens Valley USD, Lone Pine USD, Round Valley Jt. ESD, Inyo COE
Mosaica Education/Spectra Services	New	For-profit	☑	☑	☐	☑	☑	☑	Statewide
Mount Diablo Points of Knowledge	New	For-profit	☐	☑	☐	☑	☐	☐	All School Districts in Alameda, Contra Costa, San Joaquin, San Mateo, Santa Clara, and Solano Counties
Mount Diablo USD Collaborative After School Program:ASPIRE	New	School District	☑	☑	☐	☐	☑	☑	School Districts in Contra Costa COE, Mount Diablo USD
Murrieta Valley Unified School District	Renew	School District	☐	☐	☐	☑	☑	☑	Murrieta Valley USD
National Farmworkers Service Center	New	Non-profit	☑	☑	☐	☐	☐	☑	Statewide
NCLB Tutors	Renew	For-profit	☑	☑	☐	☑	☑	☑	Statewide
New Century Education Services Corp.	Renew	For-profit	☑	☑	☐	☐	☐	☑	Statewide
New Life Learning Center	New	Non-profit	☑	☑	☐	☐	☐	☑	San Bernardino City USD, San Bernardino County Schools, Victorville, Adelanto City USD (High Desert)
New Monterey Associates, Inc.	New	For-profit	☑	☑	☐	☐	☐	☐	Monterey USD
Newport-Mesa Unified School District	Renew	School District	☑	☑	☐	☐	☑	☑	Newport Mesa USD
Newton Learning	Renew	For-profit	☑	☑	☐	☐	☐	☑	Bakersfield USD, West Contra Costa USD, Oakland USD
Oxford Tutoring Center	Renew	For-profit	☑	☑	☐	☑	☑	☑	Riverside COE, San Bernardino COE, Orange COE
P.F. Bresee Foundation	Renew	Non-profit	☑	☑	☐	☐	☐	☐	Los Angeles Unified School District

Supplemental Educational Services Provider Information

Applicant	Status	Type of Org	ELA	Math	ELD	Other	Students w/ Disabilities	ELs	LEAs to be served
Paradigm Learning Centers	Renew	For-profit	☑	☑	☐	☐	☐	☑	San Bernardino City USD, San Bernardino COE's, Los Angeles USD, Riverside COE
Pasadena Unifed School District	Renew	Non-profit	☑	☑	☐	☐	☑	☑	Pasadena USD
Pazzaz Inc.	Renew	Non-profit	☑	☑	☐	☑	☑	☑	San Diego SD
Petaluma Learning and Guidance Center	Renew	For-profit	☑	☑	☐	☐	☑	☑	Petaluma City Schools and Sonoma County
Pittsburg Unified School District	New	School District	☐	☑	☐	☑	☑	☑	Pittsburg USD
Platform Learning Inc.	Renew	For-profit	☑	☑	☐	☐	☑	☑	Statewide
Plato Learning, Inc.	Renew	For-profit	☑	☑	☐	☐	☑	☑	Statewide
Professional Tutors of America	Renew	For-profit	☑	☑	☑	☑	☑	☑	Statewide
PROGRESSIVE LEARNING	Renew	For-profit	☑	☑	☐	☐	☐	☐	Statewide
Project IMPACT	Renew	Faith-based Org	☑	☑	☐	☑	☑	☑	Lynnwood USD, Compton USD, Los Angeles USD, Pomona USD, and Inglewood USD
Pro-Youth	Renew	Non-profit	☑	☑	☐	☐	☑	☑	Visalia Unified School District, Alta Vista School District, Tulare City School District
QUANTUM Research & Evaluation	Renew	For-profit	☑	☑	☐	☑	☑	☑	All qualifying high schools
REACH Learning Center	Renew	Non-profit	☑	☑	☐	☑	☑	☑	All counties and surrounding districts in the state of California, Sacramento, San Joaquin, Santa Clara, Solano, San Mateo, Stanislaus, Contra Costa, Santa Barbara, San Diego, Alameda, Ventura, Los Angeles, Riverside and Orange
Read and Succeed, LLC	Renew	For-profit	☑	☐	☐	☐	☐	☑	Seeking statewide approval
Reading Revolution	Renew	For-profit	☑	☐	☐	☑	☑	☑	We are prepared to serve all districts, all counties, in California.
Right-Click	New	For-profit	☐	☑	☐	☑	☐	☐	Oceanside, Vista, Oceanside, Escondido (North County San Diego

Supplemental Educational Services Provider Information

Applicant	Status	Type of Org	ELA	Math	ELD	Other	Students w/ Disabilities	ELs	LEAs to be served
Rio Linda Union School District	Renew	School District	☑	☑	☐	☐	☑	☑	Rio Linda Un ESD Del Paso Heights ESD Elverta ESD Center USD Natomas USD North Sacramento ESD San Juan USD
Riverside Unified School District	Renew	School District	☑	☑	☐	☐	☐	☑	Riverside Unified School District
RSB Education, Inc. Sylvan Learning Center of Santa Clara	Renew	For-profit	☐	☑	☐	☑	☐	☑	Santa Clara, San Jose Unified, Campbell Union School Dist., Fremont Union Highl, Los Gatos Union School Dist., Los Gatos-Saratoga Joint Union, Moreland School Dist., Saratoga Union School Dist., Cupertino Union School Dist., Santa Clara Sunnyvale School
Sacramento City Unified School District	Renew	School District	☑	☑	☐	☐	☑	☑	Sacramento City USD
Sacramento County Office of Education	New	County Office of	☑	☑	☐	☑	☑	☑	Archoe UnElemSD, Center Jt, USD, Del Paso Heights ElemSD, Elk Grove USD, Elverta Jt. ElemSD, Folsom-Cordova USD, Galt Jt. UnElemSD, Galt Jt. UnHighSD, Natomas USD, North Sacramento ElemSD, Rio Linda ElemSD, River Delta Jt. USD, Robla ElemSD, Sacramento City USD, and San Juan USD
San Diego City Schools	New	School District	☐	☑	☐	☑	☑	☑	
San Diego State University Foundation	Renew	Institution of Hig	☐	☑	☐	☑	☑	☑	San Diego Unified SD
San Diego Youth and Community Services	New	Non-profit	☐	☑	☐	☑	☐	☑	San Diego Unified SD
San Francisco Unified School District, School Health Programs	Renew	School District	☑	☑	☐	☐	☑	☑	San Francisco Unified SD
San Juan Unified School District, Office of Student Assistance and	Renew	School District	☑	☑	☐	☐	☐	☑	San Juan Unified
San Juan Unified School District, Student Support Services	Renew	School District	☑	☑	☐	☐	☑	☑	San Juan Unified
Santa Cruz County Office of Education	New	County Office of	☑	☐	☑	☐	☑	☑	Pajaro Valley Unified SD, San Lorenzo Valley Unified SD, Santa Cruz City Schools, Santa Cruz County

Supplemental Educational Services Provider Information

Applicant	Status	Type of Org	ELA	Math	ELD	Other	Students w/ Disabilities	ELs	LEAs to be served
Say Yes! To Life	Renew	Non-profit	☑	☑	☐	☑	☑	☑	Los Angeles County Riverside County San Bernardino County San Diego USD Richmond USD Statewide
SCORE! Educational Centers	Renew	For-profit	☑	☑	☐	☑	☐	☐	Statewide
Smart Kids Tutoring & Learning Center, Inc.	Renew	For-profit	☑	☑	☑	☑	☐	☐	Statewide
Socratic Learning, Inc.	Renew	For-profit	☐	☑	☐	☑	☑	☑	Statewide
Springback Learning Center	Renew	For-profit	☐	☑	☐	☑	☐	☐	Oakland USD
St. Reed Missionary Baptist Church/Abram Shorts Enrichment	New	Faith-based Org	☑	☑	☐	☐	☑	☑	Los Angeles USD
Star, Inc.	Renew	Non-profit	☐	☑	☐	☑	☑	☑	Los Angeles County Orange County Merced County Sacramento County
StudyDog, Inc.	New	For-profit	☐	☐	☐	☑	☑	☑	Statewide
Sylvan Learning Center of Hemet	Renew	For-profit	☑	☑	☐	☑	☑	☐	Hemet USD San Jacinto USD
Teach-n-Tutor	New	For-profit	☐	☑	☐	☑	☐	☑	San Diego City Schools
The Blazers Youth Services Community Club, Inc.	New	Non-profit	☑	☑	☐	☑	☐	☑	LAUSD
The Community College Foundation	Renew	Non-profit	☐	☑	☐	☑	☑	☑	Statewide-all schools districts in California
The Cullinan Education Center	Renew	For-profit	☐	☑	☐	☐	☑	☑	Fresno, Madera, Kings and Tulare counties area schools
The Enterprise Companies	New	For-profit	☑	☑	☐	☑	☑	☑	All districts
The Learning Advantage	New	For-profit	☑	☑	☐	☑	☑	☑	Esparto USD, Woodland JUSD, Winters JUSD

Supplemental Educational Services Provider Information

Applicant	Status	Type of Org	ELA	Math	ELD	Other	Students w/ Disabilities	ELs	LEAs to be served
The Princeton Review	Renew	For-profit	☑	☑	☐	☐	☐	☐	Alameda, Alpine, Amador, Butte, Calaveras, Colusa, Contra Costa, Del Norte, El Dorado, Glenn, Humboldt, Inyo, Kings, Lake, Lassen, Madera, Marin, Mariposa, Mendocino, Merced, Modoc, Mono, Monterey, Napa, Nevada, Placer, Plumas, Sacramento, San Benito, San Francisco, San Joaquin, San Mateo, Santa Clara, Santa Cruz, San Jose, Shasta, Sierra, Siskiyou, Solano, Sonoma, Stanislaus, Sutter, Tehama, Trinity, Tulare, Tuolumne, Yolo, Yuba, Imperial, Kern, Orange, Riverside, San Bernardino, San Diego, San Luis Obispo, Santa Barbara, Ventura, Fresno, LA
The QUAD	Renew	For-profit	☑	☑	☐	☑	☐	☐	Hayward, San Leandro, San Lorenzo, Oakland, Castro Valley USDs; East Side UNHSD,; Alameda COE
The Reading Company	New	For-profit	☑	☐	☐	☑	☑	☑	Adelanto ESD Alta Loma ESD Bonita USD Central ESD Chaffey Jt. Un HSD Claremont USD Cucamonga ESD Etiwanda ESD Hesperia USD Lucerne Valley USD Montain View ESD Ontario-Montclair ESD Pomona USD Snowline JUSD Upland USD Victor ESD Victor Valley Un HSD
The Target: Excellence	Renew	Non-profit	☑	☑	☐	☐	☑	☑	Sac, LA, Richmond, Contra Costa, and Oakland counties
The Voice Empowered Technology Organization	Renew	Faith-based Org	☑	☑	☐	☐	☑	☑	Sacramento SD and surrounding counties
Thurgood Marshall Elementary School	New	Non PI School	☑	☑	☐	☐	☑	☑	Chula Vista Elementary SD
Total Education Solutions	Renew	For-profit	☑	☑	☐	☐	☑	☑	LA, Sac, San Diego, Fresno, and SF USDs
TUTORIFIC!	Renew	For-profit	☐	☑	☐	☑	☑	☑	All Districts w/in Ventura County: Briggs Elementary, Conejo Valley USD, Filmore USD Hueneme Elementary, Oak Park USD, Mea Union Elementary, Moorpark USD, Mupu Elementary, Ocean View Elementary, Oxnard Union High, Pleasant Valley Elementary, Rio Elementary, Santa Clara Elementary, Santa Paula Elementary, Santa Paula UNHSD, Somis Union Elementary, Ventura USD, VCSSO

Supplemental Educational Services Provider Information

Applicant	Status	Type of Org	ELA	Math	ELD	Other	Students w/ Disabilities	ELs	LEAs to be served
Tutorworks, Inc.	Renew	For-profit	☑	☐	☐	☐	☐	☑	Alameda, Marin, Monterey, Napa, Santa Cruz, Santa Clara, SF, San Mateo, Solano, and Sonoma counties
UC College Prep Online	Renew	Institution of Hig	☑	☑	☐	☐	☐	☐	statewide
UROK Learning Institute	New	For-profit	☑	☐	☐	☑	☑	☑	Currently providing services in San Diego County, City of San Diego. All school districtsin the County of San Diego, will be providing services throughout the state at the request of interested parties.
Valley Center-Pauma Unified School District	Renew	School District	☑	☑	☐	☐	☑	☑	Valley Center-Pauma USD
Valley Vista Elementary School	New	Non PI School	☑	☑	☐	☐	☑	☑	Chula Vista Elementary SD
WE CAN FOUNDATION	New	Non-profit	☐	☑	☐	☑	☑	☑	Compton USD LAUSD Centinela Valley Un High SD Inglewood USD Pasadena USD
West Ed	Renew	Non-profit	☐	☑	☐	☐	☐	☐	SSP has collaboration w/ Menlo-Atherton HS. Finalizing agreement w/ Sequoia Un. HSD.
Woodlake Union High School District	Renew	School District	☑	☑	☐	☑	☑	☑	Woodlake Un. Elementary SD Stone Corral Elementary SD Woodlake Un. High SD
Youth Policy Institute (YPI)	Renew	Non-profit	☑	☑	☐	☐	☑	☑	LAUSD

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

SUBJECT	
No Child Left Behind (NCLB) Act of 2001: Approve Local Educational Agency Plans (Title 1 Section 1112)	☒ **Action** ☒ **Information** ☐ **Public Hearing**

RECOMMENDATION

Staff recommends approval of two Local Educational Agency (LEA) Plans that have met the requirements for full approval status.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

As of the March 2005 meeting, the State Board of Education (SBE) had approved a total of 1,227 LEA Plans.

SUMMARY OF KEY ISSUES

The last minute memorandum will include a list of additional LEA plans from districts and direct funded charter schools that are recommended for full approval status. One district remains and is making modifications to complete its Plan. The purpose of the LEA Plan is to develop an integrated, coordinated plan that describes all educational services for all learners that can be used to guide program implementation and resource allocation.

FISCAL ANALYSIS (AS APPROPRIATE)

No fiscal impact to state operations. LEAs must receive approval of their LEA Plans to continue receiving federal funds.

ATTACHMENT(S)

Attachment 1: List of LEA Plans Recommended for Full State Board of Education Approval, May 2005 (1 Page)

An additional list of LEAs recommended for approval will be attached to the last minute memorandum.

List of LEA Plans Recommended for Full State Board of Education Approval May 2005

CoDistCode	SchCode	Direct Funded Charters
3467439	0102343	Capitol Heights Academy
3968585	6116594	University Public School

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: May 4, 2005

TO: MEMBERS, STATE BOARD OF EDUCATION

FROM: Geno Flores, Deputy Superintendent
Assessment and Accountability Branch

RE: Item No. 9

SUBJECT: No Child Left Behind (NCLB) Act of 2001: *Approve* Local Educational Agency (LEA) Plans (Title I Section 1112)

Attached for State Board of Education approval is a list of **5** additional LEA Plans; one school district and four direct-funded charter schools. These Plans are required under No Child Left Behind (NCLB) so that LEAs may receive federal categorical funding for educational programs.

Two LEA Plans were previously submitted with the original CDE State Board Item Sign-Off form. With the Board's approval of these **7** additional Plans, a total of **1,227** LEAs will have fully approved Plans.

Attachment 1: Additional LEA Plans Recommended for Full SBE Approval, May 2005 (1 Page)

Additional LEA Plans Recommended for Full SBE Approval, May 2005

LEA Plans Submitted for Full State Board of Education Approval		
CoDistCode	**SchCode**	**LEAs**
1964733	1996636	Community Harvest Charter School
1964733	0102541	New Designs Charter School
3667934	0105833	High Desert Academy of Applied Arts and Sciences
4168999	4130118	East Palo Alto High School
4971001	0000000	West Side Union School District

ITEM #10

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

SUBJECT	
No Child Left Behind (NCLB) Act of 2001: Approve Revised Local Educational Agency (LEA) Plan for Coachella Valley Unified School District (CVUSD)	☒ **Action** ☒ **Information** ☐ **Public Hearing**

RECOMMENDATION

The California Department of Education recommends the approval of the revised LEA Plan for Coachella Valley Unified School District, CDS Code 33-73676.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The CVUSD submitted its original LEA Plan in 2003 and received State Board of Education (SBE) approval for the Plan.

SUMMARY OF KEY ISSUES

The CVUSD was identified for Program Improvement (PI) last fall and has revised its LEA Plan to meet the requirements for full approval. NCLB requires the submission of a revised LEA Plan from all LEAs identified for PI. The revised Plan must guide program implementation and resource allocation to improve student academic achievement. Further, it must specifically address those areas for which the LEA was identified for PI and describe the integration of all educational services for all learners. As such, this revised Plan includes appropriate teaching strategies and instructional activities designed to meet the needs of English Learners served by the district.

Education code section 52055.57(c)(3)(A) requires LEAs identified for program improvement to do the following:

- Conduct a self-assessment using materials and criteria provided by CDE.
- No later than 90 days after they have been identified for PI contract with the county office of education or an external entity after working with the county superintendent for the following purposes:
    - Verify the teaching and learning needs of the LEA and identify the specific academic problems of low-achieving pupils and determine why the prior LEA plan failed.

SUMMARY OF KEY ISSUES

- Revise the LEA plan to correct the problems that put the LEA into PI.
- After working with the county superintendent or external verifier, contract with an external provider to support and implement the revised LEA plan.

This section of education code also provides for additional funding for those LEAs identified for PI. If the LEA determines that supplemental funding is needed to implement the recommendations of the County Superintendent or external entity paid to advise the district, it can apply for a supplemental grant amount not to exceed $2 million. CDE is to submit the request to the SBE for recommendation of approval or denial.

CVUSD is the only PI LEA that has applied for a supplemental grant, for $1,968,000. The revised LEA plan outlines five recommendations to address the needs of English Learners. The recommendations include:

- Increase the effectiveness of the English Language Learner instructional program, beginning with a leadership summit to establish a vision, description, policy and direction for the EL program. Create an English Learner Coordinator position to oversee the needs of the program.

- Improve student proficiency in English by strengthening ELD instruction through training and coaching of district teachers in ELD standards and SDAIE instructional strategies. CVUSD will offer an extensive summer professional development institute for all K-12 teachers and administrators.

- Increase the coordination of services between general education funding and services and categorical funds to fully implement the Essential Program Components.

- Enhance parent involvement.

- Provide a more consistent implementation and monitoring of the ELA and mathematics program district wide.

The supplemental grant will fund the district summer institute for all K-12 teachers and administrators in the district. It will also be used to hire four district EL coaches for two years. A copy of the budget justification is provided in Attachment 1.

The Education Code also states that the SBE may approve a grant of an amount less than the LEA applied for and that the LEA may accept or reject the grant.

If the LEA applies for and receives this supplemental grant, the law requires that if the LEA fails to make AYP for the two years after receiving the grant, the most serious consequences outlined in NCLB will be applied. They include:

SUMMARY OF KEY ISSUES

- Replacing local educational agency personnel who are relevant to the failure to AYP.
- Removing schools from the jurisdictions of the LEA and establishing alternative arrangements for the public governance and supervision of schools.
- Appointing trustee.
- Abolishing or restructuring the LEA.

FISCAL ANALYSIS (AS APPROPRIATE)

If the Plan is approved, the CVUSD will receive $1,968,000.00. Federal NCLB Title I set aside funds have been allocated in the annual budget act for the implementation of this program.

ATTACHMENT(S)

Attachment 1: January 26, 2005 Letter from Coachella Valley Unified School District (5 pages) (This attachment is not available for Web viewing. A printed copy is available for viewing in the State Board of Education office.)

ITEM #11

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

SUBJECT	
No Child Left Behind (NCLB) Act of 2001: State Technology Plan, including, but not limited to, approval of the proposed plan for submission to the United States Department of Education (ED) as the requirement for Title II, Part D funding.	☒ **Action** ☒ **Information** ☐ **Public Hearing**

RECOMMENDATION

Approve the No Child Left Behind (NCLB) State Technology Plan and direct staff to immediately transmit the approved Plan to the United States Department of Education (ED) for acceptance.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) received the Fiscal Year 2004 NCLB grant award documents on July 6, 2004. In the cover letter, the ED stated that the award was conditionally approved pending the resolution of the required follow-up actions in Attachment T of the grant award documents. One of the Attachment T conditions was that the SBE submit a detailed timeline for completion and state approval of a statewide long-range strategic educational technology plan that meets the requirements of section 2413 of the NCLB act. On July 22, 2004, the timeline and cover letter was approved by the SBE and submitted to the ED, indicating that California's State Technology Plan would be submitted to the ED in April 2005.

SUMMARY OF KEY ISSUES

The Commission on Technology in Learning (CTL) was established by AB 598 (Soto) as an advisory panel to the SBE and developed California's K-12 Education Technology Master Plan prior to sunsetting on January 1, 2003. In May 2003, the SBE reviewed the plan and accepted it as a recommendation for action. While the plan would have met all the requirements of section 2413 of NCLB, it contained unfunded activities and strategies, thus the SBE did not approve it for submittal to ED.

The NCLB State Technology Plan, which is hereby attached, addresses the federal requirements of section 2413 of NCLB and addresses the concerns of the SBE by including only required items. The majority of the Plan items are taken directly from California's Consolidated Application, which the SBE approved and submitted to the ED in May 2002. The only additions are to meet federal requirements that were not clearly addressed in the Consolidated Application. A map of the Plan to the federal requirements of Section 2413 of NCLB is included for reference.

SUMMARY OF KEY ISSUES

It is important to note that the ED does not review and approve state technology plans. They accept them based upon approval by the State Education Agency (SEA) from the submitting state. It is recommended that the SBE approve this Plan and direct staff to immediately transmit the approved Plan to the ED for acceptance.

FISCAL ANALYSIS (AS APPROPRIATE)

Approval of the NCLB State Technology Plan will ensure that California is not required to return the prior four years of NCLB, Title II, Part D funding (approximately $3.5 billion dollars) and will allow the California Department of Education to continue the Title II, Part D Formula and Competitive Grant programs.

ATTACHMENT(S)

Attachment 1: No Child Left Behind State Technology Plan (10 pages)
Attachment 2: No Child Left Behind State Technology Plan Mapping to Federal Requirements (2 pages)

No Child Left Behind State Technology Plan

Introduction: As California implements the No Child Left Behind (NCLB) Act of 2001, research-based practices with respect to technology will be included in the education technology competitive grants and will be encouraged in other NCLB grants as well. These guidelines will ensure that technology use is consistent with the State's strategies for improving student academic achievement through the effective use of technology in classrooms throughout the State, including improving the capacity of teachers to integrate technology effectively into curricula and instruction.

As a condition for receiving any state or federal education technology funding, California will also require districts to develop or update their district technology plans in alignment with the State Board of Education's (SBE's) Education Technology Planning: A Guide for School Districts (*http://www.cde.ca.gov/ls/et/rd/edtechguide.a*sp). These guidelines encourage districts to focus on using technology to improve student achievement and to develop the components of the technology plan, (including curriculum; professional development; infrastructure, hardware, technical support and software; funding and budget; and monitoring and evaluation) in such a way as to keep student achievement at the heart of the plan. Specifically, the district technology plans are required to include all of the following:

- Strategies for using technology to improve academic achievement and teacher effectiveness.

- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.

- Steps the local educational agencies (LEAs) will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.

- A description of the promotion of curricula and teaching strategies that integrate technology that are based on a review of relevant research and leading to improvements in student academic achievement.

- A description of ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

- A description of the type and costs of technology to be acquired with education technology funds, including provisions for interoperability of components.

- A description of how the LEA will coordinate activities funded through education technology programs with technology-related activities supported with funds from other sources.

- A description of how the LEA will integrate technology into curricula and instruction and a time line for this integration.

- A description of how the LEA will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance-learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.

- A description of how the LEA will use technology effectively to promote parental involvement and increase communication with parents.

- Collaboration with adult literacy service providers.

- A description of how a variety of stakeholders from within the school district and the community-at-large will participate in the implementation and support of the plan.

- A description of the process and accountability measures that the LEA will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to reach challenging state academic standards.

- A description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources, that will be acquired to ensure successful and effective uses of technology.

California's strategies for improving student academic achievement through effective use of technology also include efforts to leverage statewide education technology services, regional services, grant administration, monitoring, and outreach efforts so that all efforts focus on promoting research-based proven practices. Specifically, California's efforts will include the following:

Statewide education technology services: The California Department of Education (CDE) funds statewide services designed to promote effective use of technology in the classroom. The CDE will continue to provide statewide services that are more efficiently and effectively offered at the state level so that districts may have easy access to best practices and resources to help them effectively deploy and use technology to improve teaching, learning, and overall school management. Statewide projects will be refined to completely align with NCLB as well as to maintain the focus on standards, assessment, accountability, and promotion of best practices. New projects may be added and old projects may be discontinued, if warranted, based on the needs of California's LEAs. The current services are:

Technology Information Center for Administrative Leadership (TICAL): TICAL provides resources, professional development, and a web portal designed to help district and site administrators lead the effective use of technology to improve teaching, learning, and overall school management. The portal for the project is *http://www.portical.org*. The professional development and resources provided include the following topics:

1. Technology planning.
2. Operating and maintaining systems.
3. Meeting professional development needs of technical support staff, certificated staff, and support staff with respect to technology.
4. Financial planning for technology; and integrating technology into the curriculum to support standards-driven teaching and learning.

California Learning Resources Network (CLRN): CLRN reviews supplemental and complementary electronic learning resources for alignment with state content standards and other criteria adopted by SBE. The criteria are research-based and designed to identify electronic learning resources that promote effective use of technology to improve student achievement. Standards-aligned resources are listed on the CLRN Web site and are searchable by various characteristics, including specific standards.

The Web site for CLRN is *http://www.clrn.org*. CLRN will also establish review criteria and a review process for the identification and review of electronic learning assessment resources. This review will identify new and existing electronic learning assessment resources capable of assisting schools and school districts to analyze assessment information for the purpose of designing instructional plans to improve pupil achievement and will include a descriptive model for use by administrators and teachers that differentiates and compares the capabilities of the different types of identified electronic learning assessment resources. The goal of this project is to provide a comprehensive instructional delivery package that combines standards-aligned electronic learning resources and assessment tools in a single, easy-to-use access point.

Technical Support for Education Technology in Schools (TechSETS): This service is designed to provide support, resources, and access to professional development for technology support personnel in districts and schools. The Web site for the project is *http://www.techsets.org*. Specifically, the project has developed a matrix of technology skills needed for technology support personnel in districts and schools, and has displayed these skills along with appropriate professional development in a user-friendly matrix. The project is collaborating with stakeholders to identify cost-effective sources of training aligned to the matrix of skills and also is providing resources and support for California school technologists through an online interactive help desk.

California Technology Assistance Project California Technology Assessment Profile (CTAP^2): This Web site contains an on-line, self-assessment tool that allows educators to determine their level of technology proficiency: “Introductory,” “Intermediate,” or “Proficient.” The self-assessment is based on rubrics established in each area of technology competency and aligned with the California Commission on Teacher

Credentialing (CTC) Standards 9 and 16, which are the Technology Standards for a California K-12 Preliminary and Professional Teaching Credential. The assessment also allows site, district, county, and state administrators to gather information regarding certificated staff's proficiency and use of technology tools. The assessment addresses six areas of teacher technology proficiency and usage: (1) computer application knowledge and skills; (2) technology integration skills; (3) use of technology tools for classroom management and instruction; (4) their student's use of technology tools for classroom assignments; (5) their professional development preferences; and (6) their technical support experiences. The Web site for the project is *http://ctap2.iassessment.org/*. This Web site also contains a student survey that allows teachers and administrators to gather information on student technology literacy and integration into classroom assignments.

These statewide services will improve the capacity of teachers to integrate technology effectively. CLRN will help teachers identify standards-aligned electronic learning resources, CTAP^2 will help professional developers know how to best meet the needs of teachers in planning professional development, and TICAL will help administrators support teachers as they work to use technology to improve teaching and learning. TechSETS will help ensure that the technology works when teachers use it.

Regional education technology services: CDE funds the California Technology Assistance Project (CTAP), a regional support structure designed to provide technical assistance, coordination, and services focused on effective use of education technology based upon local needs in each of the eleven regions in California. Each CTAP region has developed and is implementing a plan to provide technical assistance and services in eight key areas:

- Staff development.
- Learning resources.
- Hardware and telecommunications infrastructure.
- Operating and maintaining education technology infrastructure, including improving student record keeping and tracking related to instruction.
- Coordination with other federal, state and local programs consistent with State Board-adopted content standards.
- Funding for technology.
- Technical assistance and information to support access, planning, and the use of high-speed telecommunications networks.
- Technology planning and implementation assistance to rural and technologically underserved school districts and county offices of education.

CTAP is designed to promote effective use of technology in teaching, learning, and overall school management. Professional development provided by CTAP helps schools promote technology literacy for staff and students and helps develop the capacity of teachers to integrate technology effectively into the curriculum. The CDE meets with CTAP directors on a regular basis to coordinate regional services and to ensure that CTAP is promoting best practices and providing services based on local needs. CTAP services have effectively helped districts and schools develop technology plans focused on using technology as a tool to improve teaching, student achievement, and the LEA's abilities to collect and use data in school and classroom management.

Grant administration: The CDE administers various state education technology grants and will coordinate the administration of these grants with the NCLB grants to consistently focus efforts on effective use of technology to improve student achievement. Specifically, to the extent allowable by law, each grant program is designed to ensure that:

- Students and teachers have adequate access to technology, including both hardware and Internet access.

- Timely technical support is available to ensure that the technology works whenever teachers, students, and administrators use it.

- Professional development is provided to help teachers integrate technology into the curriculum in a manner that promotes technology literacy and effective use of technology to improve teaching and student achievement.

- Administrators understand how to use technology to make informed decisions and how to support acquisition and deployment of technology to improve teaching and learning.

Title II, Part D – Enhancing Education Through Technology (EETT) Grants:
Funding will be allocated via formula-funded grants and competitive grants. Timelines, selection criteria, and priorities for these grants are described below.

Timelines: LEAs in California will apply for the formula-funded grants through the state's consolidated application. The application for the competitive grants will be a separate application, but will be structured to coordinate with the formula-funded grants as described in the "Selection Criteria" section below. The grant process will be coordinated with the SBE.

CTAP will provide assistance to LEAs interested in applying for funds under Title II, Part D. For formula-funded grants, assistance will be provided on an as-needed basis with the intent to help all qualified applicants receive formula funding. Once the Request for Applications is released for the competitive grants each year, CTAP will hold regional workshops to explain the competition and the requirements for funding. Grant-grooming assistance will be provided, and LEAs with the highest need will be provided targeted

assistance.

Selection Criteria: For both the formula-funded and competitive grants, eligible entities will be defined in a manner consistent with federal law. LEAs will be eligible for funding if they are a high-need LEA or an eligible local partnership as defined by law. High-need LEAs will be LEAs with the highest numbers or percents of children from families with incomes below the poverty line that operate one or more schools in need of improvement or corrective action and/or have a substantial need for assistance in acquiring and using technology. For both the competitive and formula-funded grants, LEAs will be required to have district technology plans that meet federal and state requirements. Specifically, the plans will be required to include all of the following:

- Strategies for using technology to improve academic achievement and teacher effectiveness.

- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.

- Steps the local educational agencies (LEAs) will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.

- A description of the promotion of curricula and teaching strategies that integrate technology that are based on a review of relevant research and leading to improvements in student academic achievement.

- A description of ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

- A description of the type and costs of technology to be acquired with education technology funds, including provisions for interoperability of components.

- A description of how the LEA will coordinate activities funded through education technology programs with technology-related activities supported with funds from other sources.

- A description of how the LEA will integrate technology into curricula and instruction and a time line for this integration.

- A description of how the LEA will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance-learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.

- A description of how the LEA will use technology effectively to promote parental involvement and increase communication with parents.

- Collaboration with adult literacy service providers.

- A description of how a variety of stakeholders from within the school district and the community-at-large will participate in the implementation and support of the plan.

- A description of the process and accountability measures that the LEA will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to reach challenging state academic standards.

- A description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources, that will be acquired to ensure successful and effective uses of technology.

The application for the competitive grants will be a separate application from the formula-funded application as described above, but will be structured to coordinate with the formula-funded grant in two ways. First, the LEAs that receive grants of less than $10,000 through the formula funded grants will receive additional points in the competitive grant process. In addition, the competitive grant scoring process will be structured to give competitive advantage to LEAs that plan to coordinate the use of the formula-funded grant with the competitive grant funds.

The competitive grants will focus on using technology as a tool to promote improved academic achievement, as well as development of skills that prepare students for the twenty-first century, such as problem-solving, communication, and collaboration. The selection process will include the following components:

- Advantage will be given to applicants with inadequate access and high need.

- Advantage will be given to applicants that make technology and technology-assisted learning opportunities, including distance learning, available beyond the regular school day.

- Advantage will be given to applicants that focus efforts on using technology to support helping students reach or exceed state standards; the curriculum and promotion of student achievement will be at the heart of these competitive grants, not plans to simply acquire more computers.

- Advantage will be given to applicants that provide students and teachers with adequate access to technology, including both hardware and Internet access.

- Advantage will be given to applicants that provide specific information about how they will collect data to monitor the impact of the program on technology use by teachers and students and how this technology use contributes to helping students reach or exceed state standards. Competitive advantage will be given to applicants with a well-defined plan to monitor successful implementation and that will make mid-course corrections as necessary to ensure that the project focuses on using technology to improve student achievement.

- Applicants will be required to provide timely technical support to ensure that the technology works whenever teachers, students, and administrators use it; advantage will be given to applicants with plans for adequate technical support.

- Advantage will be given to applicants that will provide professional development for teachers and administrators that is focused on integrating technology into the curriculum in a manner that promotes technology literacy and the effective use of technology to improve teaching and promote student achievement.

- Advantage will be given to applicants that ensure administrators understand how to use technology to make informed decisions and how to support acquisition and deployment of technology to improve teaching and learning.

- Advantage will be given to applicants that, in addition to complying with federal and SBE technology plan requirements, plan to coordinate the use of any EETT funding received with other school improvement efforts and funding, such as efforts funded via Title I and other NCLB federal programs.

- Funds will be awarded in each of the CTAP regions based upon a formula that considers the proportionate share of Title I funding received in each region, as well as the percent of and enrollment in high-need LEAs in each region. This distribution will ensure that both urban and rural sections of the state receive funding and will ensure an equitable distribution of funding throughout all regions of the state.

Priorities: The priorities for competitive grants will focus on using technology as a tool to promote improved academic achievement. The priorities will include:

- A focus on grades four through eight since California has invested significant state resources at the high school level but has not had adequate state resources to address technology needs in grades four through eight.

- A focus on reading/language arts and/or mathematics and using technology as a tool to improve student academic achievement and teaching in these content areas.
- A focus on providing funding to low-performing schools with inadequate technology.

- A focus on providing technology in the classrooms (as opposed to computer labs) so that teachers and students have access to technology tools whenever needed.

- A focus on providing ongoing high-quality professional development for administrators and teachers that helps them effectively use technology as a tool to improve student achievement in reading/language arts and mathematics, as well as the development of skills that prepare students for the twenty-first century, such as problem solving, communication, and collaboration. In addition, priority will be given to projects that provide ongoing support and coaching to teachers and that monitor changes in teaching practice over time. In this way, teachers can implement what they learn through professional development in a manner that actually focuses on using technology to support improved student performance in reading/language arts and/or mathematics.

These priorities will promote improved academic achievement in a number of ways. By selecting grant recipients with the highest needs, funds will be targeted to those who can benefit most from additional support. Grants will focus on using technology as a tool to support improved student achievement in reading/language arts and/or mathematics and will include both a coaching model for teachers. Since the grants will address all aspects of a comprehensive education technology program (infrastructure, technical support, professional development, adequate access, and administrative support), grant recipients will be able to address all the elements needed for success. Grants will be of sufficient size, scope, and duration to make a difference in teaching and learning. Because grant recipients will be required to do ongoing monitoring and corrective action if they are not achieving results and the CTAP staff will be available to provide ongoing technical assistance to grant recipients, the entire grant efforts will focus on improved academic achievements. Grant recipients will be encouraged and coached to coordinate the activities funded through Title II, Part D with other school reform efforts and with other federally and state-funded projects aimed at improving student achievement.

Monitoring: CDE and CTAP will monitor the implementation of the competitive grants to ensure that grant recipients are making sufficient progress toward project and state goals. Projects will be required to monitor their progress on an ongoing basis and to provide data to CDE and CTAP on a semi annual basis. The following data sources will be utilized by grant recipients, CTAP, and the CDE for monitoring and assessing the effectiveness of EETT grants:

- California Basic Education Data System
- California School Technology Survey

Grant recipients will be required to collect the data on an annual basis. Competitive grant recipients are also required to collect data via classroom observations and are encouraged to use the CTAP^2 Student Survey for their program monitoring, evaluation, and reporting to the CDE.

CTAP will provide assistance to any grant recipients not making adequate progress and CDE will assist in this effort if intervention by CTAP is not effective. In addition, both competitive and formula-funded grant recipients will be required to report expenditures to ensure that at least 25 percent of the funding is spent on ongoing high-quality professional development.

The CDE will ensure that funds under this program will be used to increase the level of state, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this program, and in no case supplant such state, local, and other non-Federal funds.

Outreach: CDE's Education Technology Office will continue efforts to reach out within CDE and to LEAs, higher education, professional organizations, the business community, and parents and community members to promote the effective use of technology in K-12 education. Information about topics such as best practices, technology planning, the status of education technology in California, and the need for ongoing technical support and professional development will be shared via meetings, presentations, articles, and ongoing collaboration. The purpose of these interactions will be to promote consistent messages regarding the use of technology to support California's system of standards, assessment, and accountability focused on improving student achievement, as well as to increase access to education technology, especially for those students who currently do not have access or who are attending low-performing schools. Outreach efforts will also focus on helping all stakeholders understand the importance of a quality district education technology plan. Stakeholders will be encouraged to understand federal requirements and the State Board guidelines for district technology plans and to be involved in the development and implementation of district technology plans that focus on using technology to improve teaching, student achievement, and overall school management.

Federal Requirement, SEC. 2413. (b)	**Section/Page of NCLB State Technology Plan**
(1) An outline of the state education agency (SEA) long-term strategies for improving student academic achievement, including technology literacy, through the effective use of technology in classrooms throughout the State, including through improving the capacity of teachers to integrate technology effectively into curricula and instruction.	Entire Document
(2) A description of the SEA goals for using advanced technology to improve student academic achievement and how those goals are aligned with challenging State academic content and student academic achievement standards.	Introduction: Pages 1, 2 Regional Services: Page 4
(3) A description of how the SEA will take steps to ensure that all students and teachers in the State, particularly students and teachers in districts served by high-need local educational agencies (LEAs), have increased access to technology.	Title II, Part D: Pages 5-8
(4) A description of the process and accountability measures that the SEA will use to evaluate the extent to which activities funded under this subpart are effective in integrating technology into curricula and instruction.	Introduction: Page 2 Title II, Part D: Page 6 Monitoring: Page 9
(5) A description of how the SEA will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies, particularly for those areas of the state that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources.	Introduction: Pages 1-2 Title II, Part D: Page 6 & 7
(6) An assurance that financial assistance provided under this subpart will supplement, and not supplant, state and local funds.	Monitoring: Page 9
(7) A description of how the plan incorporates teacher education, professional development, and curriculum development, and how the SEA will work to ensure that teachers and principals in a state receiving funds under this part are technologically literate.	Introduction: Pages 1 & 2 Regional Services: Page 4 Grant: Page 4 & 5 Title II, Part D: Pages 6-8
(8) A description of – (A) how the SEA will provide technical assistance to applicants under section 2414, especially to those applicants serving the highest numbers or percentages of children in poverty or with the greatest need for technical assistance; and (B) a description of the capacity of the SEA to provide such assistance.	Statewide Services: Pages 2-4 Regional Services: Page 4 Title II, Part D: Page 5
(9) A description of technology resources and systems that the SEA will provide for the purpose of establishing best practices that can be widely replicated by SEAs and LEAs in the state and in other states.	Statewide & Regional Services: Pages 2-4

Federal Requirement, SEC. 2413. (b)	**Section/Page of NCLB State Technology Plan**
(10) A description of the SEA long-term strategies for financing technology to ensure that all students, teachers, and classrooms have access to technology.	Introduction: Page 1
(11) A description of the SEA strategies for using technology to increase parental involvement.	Introduction: Page 2 Title II, Part D: Page 6
(12) A description of how the SEA will ensure that each subgrant awarded under section 2412(a)(2)(B) is of sufficient size and duration, and that the program funded by the subgrant is of sufficient scope and quality, to carry out the purposes of this part effectively.	Title II, Part D: Page 6
(13) A description of how the SEA will ensure ongoing integration of technology into school curricula and instructional strategies in all schools in the state, so that technology will be fully integrated into the curricula and instruction of the schools by December 31, 2006.	Entire Document
(14) A description of how the LEAs in the state will provide incentives to teachers who are technologically literate and teaching in rural or urban areas, to encourage such teachers to remain in those areas.	Title II, Part D: Pages 5-8*
(15) A description of how public and private entities will participate in the implementation and support of the plan.	Introduction: Page 2 Title II, Part D: Page 6

* The incentives are imbedded in the technology access, support, and professional development that the Title II, Part D grant programs provide.

ITEM #12

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

SUBJECT	
Highly Qualified Special Education Teacher Regulations: Approve Commencement of Rulemaking Process to make revisions due to the recent passage of the Individuals with Disabilities Education Improvement Act (IDEIA) in December 2004.	☒ **Action** ☒ **Information** ☐ **Public Hearing**

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the commencement of the rulemaking process for the revisions to the Highly Qualified Special Education Teacher Requirements that adds paragraph (b) in Section 6111 of Title 5 of the *California Code of Regulations.*

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE adopted regulations to implement the highly qualified teacher (HQT) requirements pursuant to the No Child Left Behind (NCLB) Act in November 2003.

The SBE has determined how all “not new” middle and high school teachers demonstrate subject matter competence utilizing the California High Objective Uniform State Standard of Evaluation (HOUSSE).

SUMMARY OF KEY ISSUES

With the passage of IDEIA in December 2004, additional flexibility was extended to special education teachers. To utilize this flexibility, one section of existing state regulations needs a minimal change due to a provision of IDEIA [20 USC 1401(10)(D)(iii)].

The proposed regulation will establish procedures for middle and high school special education teachers who are “new” to the profession and who are highly qualified in mathematics, language arts, or science to demonstrate subject matter competence for the other subjects in the same manner as other “not new” middle and high school teachers.

To take advantage of this new federal flexibility, the proposed regulation will:

- Allow new special education teachers at the middle and high school levels who are highly qualified in mathematics, language arts, or science to demonstrate competence in the other core academic subject areas they teach by completing

the HOUSSE option for those subjects within two years from date of employment.

- Clarify that the special education teacher must have a special education credential or be currently enrolled in an approved special education intern program for less than three years.

Regulations are expected from the United States Department of Education by December 2005. One of the National Proposed Rule Making Meetings will be held in Sacramento June 22, 2005, for input on proposed federal regulatory language. CDE staff recommends that the SBE wait until the federal regulatory process is complete for the development of additional conforming regulatory language.

FISCAL ANALYSIS (AS APPROPRIATE)

The CDE is preparing an Economic and Fiscal Impact Statement regarding the proposed regulatory changes.

ATTACHMENT(S)

Attachment 1: Initial Statement of Reasons (2 Pages)
Attachment 2: Notice of Proposed Rulemaking (4 Pages)
Attachment 3: Proposed Regulations (1 Page)

A last minute memorandum will provide the Economic and Fiscal Impact Statement.

Initial Statement of Reasons

SECTION 6111. MIDDLE AND HIGH SCHOOL TEACHERS NEW TO THE PROFESSION.

SPECIFIC PURPOSE OF THE REGULATION

The proposed regulation will establish procedures for middle and high school special education teachers who are “new” to the profession and who are highly qualified in mathematics, language arts, or science to demonstrate subject matter competence for the other subjects in the same manner as other “not new” middle and high school teachers.

NECESSITY/RATIONALE

The recent reauthorization of the Individuals with Disabilities Education Act (IDEA), Public Law 108-446, aligns the “highly qualified” requirements for special education teachers with the teacher requirements under the No Child Left Behind Act (NCLB) while creating new flexibility for some special education teachers.

The State Board of Education (SBE) has determined how all “not new” middle and high school teachers demonstrate subject matter competence utilizing the California High Objective Uniform State Standard of Evaluation (HOUSSE). This regulation is necessary to allow some new special education teachers this additional flexibility.

This regulation is proposed to:

- Allow new special education teachers at the middle and high school levels who are highly qualified in mathematics, language arts, or science to demonstrate competence in the other core academic subject they teach by completing the HOUSSE option for those subjects within two years from date of employment.

- Clarify that the special education teacher must have a special education credential or be currently enrolled in an approved special education intern program for less than three years.

It is essential to provide the flexibility for new middle and high school special education teachers to demonstrate subject matter competency using the HOUSSE. There is a severe shortage of special education teachers in the state of California. Currently, twenty-five percent of special education teachers hold temporary or emergency certification. In addition, twenty-one percent of special education teacher openings went unfilled during the 2004-2005 school year. Without providing the flexibility for “new” special education teachers to demonstrate subject matter competency through this new federal flexibility, the number of special education teachers entering the field may diminish the ranks of those professionals even further.

The SBE has determined a need for further regulatory clarification as to how new middle or high school special education teachers demonstrate subject matter competence.

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

The SBE did not rely upon any technical, theoretical or empirical studies, reports or documents in proposing the adoption of this regulation.

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

No other alternatives were presented to or considered by the SBE.

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

Because these regulations do not effect small business, the SBE has not identified any alternatives that would lessen any adverse impact on small business.

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

The proposed revised regulation would not have a significant adverse economic impact on any business because the regulation only applies to Local Education Agencies (LEAs) and their sub-grantees.

STATE OF CALIFORNIA ARNOLD SCHWARZENEGGER, *Governor*

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

TITLE 5. EDUCATION

CALIFORNIA STATE BOARD OF EDUCATION
NOTICE OF PROPOSED RULEMAKING

Special Education – High Qualified Teachers

[Notice published May 20, 2005]

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

PUBLIC HEARING

California Department of Education staff, on behalf of the State Board of Education, will hold a public hearing beginning at **10:00 a.m. on July 5, 2005**, at 1430 N Street, Room 2102, 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 persons desiring to present statements or arguments orally notify the Regulations Coordinator of such intent. The State Board requests, but does not require, that persons who make oral comments at the public hearing also submit a written summary of their statements. No oral statements will be accepted subsequent to this public hearing.

WRITTEN COMMENT PERIOD

Any interested person, or his or her authorized representative, may submit written comments relevant to the proposed regulatory action to the Regulations Coordinator. The written comment period ends at **5:00 p.m. on July 5, 2005**. The State Board will only consider written comments that are received by the Regulations Coordinator or at the Board Office by that time (in addition to those comments received at the public hearing). Written comments for the State Board's consideration should be directed to:

Debra Strain, Regulations Coordinator
LEGAL DIVISION
California Department of Education
1430 N Street, Room 5319
Sacramento, CA 95814
E-mail*: dstrain@cde.ca.gov*
Telephone: (916) 319-0860
FAX: (916) 319-0155

AUTHORITY AND REFERENCE

Authority: Section 12001, Education Code.

References: 20 U.S.C. 7801(23), 20 U.S.C. 6319(a) and Improving Teacher Quality State Grants Title II, Part A Non-Regulatory Draft Guidance December 19, 2002.

INFORMATIVE DIGEST/POLICY STATEMENT OVERVIEW

Section 6111 of the *Title 5, California Code of Regulations* (CCR), requires middle and high school teachers new to the profession to meet certain highly qualified teacher requirements as mandated by the No Child Left Behind Act (NCLB).

The proposed regulation clarifies certain credential requirements for special education teachers at the middle and high school level while extending certain options of how new special education teachers demonstrate subject matter competence as allowed by the recently reauthorized Individuals with Disabilities Education Act (IDEA), Public Law 108-446.

INCORPORATION BY REFERENCE

This regulation incorporates by reference the Individuals with Disabilities Education Act(20 USC 1400 et seq.). This law can be found on the *http://nichcy.org/reauth/PL108-446.pdf* .

DISCLOSURES REGARDING THE PROPOSED ACTION

Mandate on local agencies and school districts: TBD

Cost or savings to any state agency: TBD

Costs to any local agency or school district that must be reimbursed in accordance with Government Code Section 17561: TBD

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

Cost or savings in federal funding to the state: TBD

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

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

Adoption of these regulations will not:

(1) create or eliminate jobs within California;
(2) create new businesses or eliminate existing businesses within California; or

(3) affect the expansion of businesses currently doing business within California.

Significant effect on housing costs: TBD

Affect on small businesses: The proposed amendments to the regulations do not affect small businesses because the regulations apply only to school districts and not to business practices.

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:

Janet Canning, Consultant
Special Education Division
California Department of Education
1430 N Street, 2nd Floor
Sacramento, CA 95814
Telephone: (916) 445-4613
E-mail: *jcanning@cde.ca.gov*

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 the Regulations Coordinator, or to the backup contact person, Natalie Vice, at (916) 319-0860.

AVAILABILITY OF INITIAL STATEMENT OF REASONS AND TEXT OF PROPOSED REGULATIONS

The Regulations 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 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 that 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 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 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/re/lr/rr/.*

REASONABLE ACCOMMODATION FOR ANY INDIVIDUAL WITH A DISABILITY

Pursuant to the *Rehabilitation Act of 1973,* the *Americans with Disabilities Act of 1990,* and the *Unruh Civil Rights Act,* any individual with a disability who requires reasonable accommodation to attend or participate in a public hearing on proposed regulations, may request assistance by contacting Janet Canning, Special Education Division, 1430 N Street, 2nd Floor, Sacramento, CA, 95814; telephone, (916) 445-4613; fax, (916) 327-3516. It is recommended that assistance be requested at least two weeks prior to the hearing.

Title 5. EDUCATION

Division 1. California Department of Education
Subchapter 7. No Child Left Behind Teacher Requirements

Article 3. Middle and High School Level Teachers

§ 6111. Middle and High School Teachers New to the Profession.

(a) A teacher who meets NCLB requirements and is new to the profession at the middle and high school levels, in addition to having at least a bachelor's degree and either being currently enrolled in an approved intern program for less than three years or holding a credential in the subject taught, must have passed or completed one of the following for every core subject currently assigned:

(1) A validated statewide subject matter examination certified by the Commission on Teacher Credentialing,

(2) University subject matter program approved by the Commission on Teacher Credentialing,

(3) Undergraduate major in the subject taught,

(4) Graduate degree in the subject taught, or

(5) Coursework equivalent to undergraduate major.

(b) A new special education teacher who is currently enrolled in an approved special education intern program for less than three years or who holds a special education credential, and can demonstrate subject matter competence in mathematics, language arts, or science, may demonstrate competence in the other core academic subjects in which the teacher teaches through the High Objective Uniform State Standard Evaluation contained in Article 2 Section 6104 no later than 2 years after date of employment.

NOTE: Authority cited: Section 12001, Education Code. Reference: 20 USC 7801(23), 20 USC 6319(a) and Improving Teacher Quality State Grants Title II, Part A Non-Regulatory Draft Guidance December 19, 2002.

4-05-05

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: April 25, 2005

TO: MEMBERS, STATE BOARD OF EDUCATION

FROM: Sue Stickel, Deputy Superintendent
Curriculum and Instruction Branch

RE: Item No. 12

SUBJECT: Highly Qualified Special Education Teacher Regulations: Approve Commencement of Rulemaking Process to make revisions due to the recent passage of the Individuals with Disabilities Education Improvement Act (IDEIA) in December 2004.

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the commencement of the rulemaking process for the revisions to the Highly Qualified Special Education Teacher Requirements that adds paragraph (b) in Section 6111 of Title 5 of the *California Code of Regulations*.

The recent passage of IDEIA aligns the teacher requirements for special education teachers with the teacher requirements under the No Child Left Behind (NCLB) Act while creating new flexibility for how some special education teachers demonstrate subject matter competence. To utilize this flexibility, one section of existing state regulations needs a minimal change due to a provision of IDEIA (20 USC 1401[10][D][iii]).

The Economic and Fiscal Impact Statement, Attachment 1, was not available at the time of the submission of this May Agenda Item. The analysis determined that the activities specified in the proposed regulations are necessary in order to implement the federal mandates of Public Law 107-110 (NCLB) Act and Public Law 108-446 (Individuals with Disabilities Education Act, as Amended in 2004) and are not a reimbursable state mandate.

Attachment 1: Economic and Fiscal Impact Statement (4 Pages)

STATE OF CALIFORNIA

ECONOMIC AND FISCAL IMPACT STATEMENT
(REGULATIONS AND ORDERS)

STD. 399 (Rev. 2-98)

See SAM Sections 6600 - 6680 for Instructions and Code Citations

DEPARTMENT NAME	CONTACT PERSON	TELEPHONE NUMBER
Education	Don Killmer	323-2591
DESCRIPTIVE TITLE FROM *NOTICE REGISTER* OR FORM 400		NOTICE FILE NUMBER
Highly Qualified Teachers (version 04/20/05)		Z

ECONOMIC IMPACT STATEMENT

A. ESTIMATED PRIVATE SECTOR COST IMPACTS *(Include calculations and assumptions in the rulemaking record.)*

1. Check the appropriate box(es) below to indicate whether this regulation:

☐ a. Impacts businesses and/or employees
☐ b. Impacts small businesses
☐ c. Impacts jobs or occupations
☐ d. Impacts California competitiveness
☐ e. Imposes reporting requirements
☐ f. Imposes prescriptive instead of performance standards
☐ g. Impacts individuals
☑ h. None of the above *(Explain below. Complete the Fiscal Impact Statement as appropriate.)*

h. *(cont.)* The activities specified in the regulations effect state and local governments only.

(If any box in Items 1 a through g is checked, complete this Economic Impact Statement.)

2. Enter the total number of businesses impacted:_____ Describe the types of businesses *(Include nonprofits)*:_____

Enter the number or percentage of total businesses impacted that are small businesses:_____

3. Enter the number of businesses that will be created: _____ eliminated: _____

Explain:_____

4. Indicate the geographic extent of impacts: ☐ Statewide ☐ Local or regional *(list areas)*: _____

5. Enter the number of jobs created:_____ or eliminated:_____ Describe the types of jobs or occupations impacted:_____

6. Will the regulation affect the ability of California businesses to compete with other states by making it more costly to produce goods or services here?

☐ Yes ☐ No If yes, explain briefly:_____

B. ESTIMATED COSTS *(Include calculations and assumptions in the rulemaking record.)*

1. What are the total statewide dollar costs that businesses and individuals may incur to comply with this regulation over its lifetime? $_____

a. Initial costs for a small business: $_____ Annual ongoing costs: $_____ Years: _____

b. Initial costs for a typical business: $_____ Annual ongoing costs: $_____ Years: _____

c. Initial costs for an individual: $_____ Annual ongoing costs: $_____ Years: _____

d. Describe other economic costs that may occur:_____

ECONOMIC AND FISCAL IMPACT STATEMENT *cont. (STD. 399, Rev.*

2. If multiple industries are impacted, enter the share of total costs for each industry: _____

3. If the regulation imposes reporting requirements, enter the annual costs a typical business may incur to comply with these requirements. *(Include the dollar costs to do programming, record keeping, reporting, and other paperwork, whether or not the paperwork must be submitted.):* $_____

4. Will this regulation directly impact housing costs? ☐ Yes ☐ No If yes, enter the annual dollar cost per housing unit: $_____ and the number of units: _____

5. Are there comparable Federal regulations? ☐ Yes ☐ No Explain the need for State regulation given the existence or absence of Federal regulations: _____

Enter any additional costs to businesses and/or individuals that may be due to State - Federal differences: $_____

C. ESTIMATED BENEFITS *(Estimation of the dollar value of benefits is not specifically required by rulemaking law, but encouraged.)*

1. Briefly summarize the benefits that may result from this regulation and who will benefit: _____

2. Are the benefits the result of: ☐ specific statutory requirements, or ☐ goals developed by the agency based on broad statutory authority?

Explain: _____

3. What are the total statewide benefits from this regulation over its lifetime? $_____

D. ALTERNATIVES TO THE REGULATION *(Include calculations and assumptions in the rulemaking record. Estimation of the dollar value of benefits is not specifically required by rulemaking law, but encouraged.)*

1. List alternatives considered and describe them below. If no alternatives were considered, explain why not: _____

2. Summarize the total statewide costs and benefits from this regulation and each alternative considered:

Regulation:	Benefit: $_____	Cost: $_____
Alternative 1:	Benefit: $_____	Cost: $_____
Alternative 2:	Benefit: $_____	Cost: $_____

3. Briefly discuss any quantification issues that are relevant to a comparison of estimated costs and benefits for this regulation or alternatives: _____

4. Rulemaking law requires agencies to consider performance standards as an alternative, if a regulation mandates the use of specific technologies or equipment, or prescribes specific actions or procedures. Were performance standards considered to lower compliance costs? ☐ Yes ☐ No

Explain: _____

E. MAJOR REGULATIONS *(Include calculations and assumptions in the rulemaking record.)*
Cal/EPA boards, offices and departments are subject to the following additional requirements per Health and Safety Code section 57005.

ECONOMIC AND FISCAL IMPACT STATEMENT *cont. (STD. 399,*

1. Will the estimated costs of this regulation to California business enterprises exceed $10 million ? ☐ Yes No *(If No, skip the rest of this section)*

2. Briefly describe each equally as effective alternative, or combination of alternatives, for which a cost-effectiveness analysis was performed:

   Alternative 1:_____

   Alternative 2:_____

3. For the regulation, and each alternative just described, enter the estimated total cost and overall cost-effectiveness ratio:

Regulation:	$ _____	Cost-effectiveness ratio: _____
Alternative 1:	$ _____	Cost-effectiveness ratio: _____
Alternative 2:	$ _____	Cost-effectiveness ratio: _____

FISCAL IMPACT STATEMENT

A. FISCAL EFFECT ON LOCAL GOVERNMENT *(Indicate appropriate boxes 1 through 6 and attach calculations and assumptions of fiscal impact for the current year and two subsequent Fiscal Years)*

☐ 1. Additional expenditures of approximately $_____ in the current State Fiscal Year which are reimbursable by the State pursuant to Section 6 of Article XIII B of the California Constitution and Sections 17500 et seq. of the Government Code. Funding for this reimbursement:

☐ a. is provided in (Item_____,Budget Act of_____) or (Chapter_____,Statutes of_____

☐ b. will be requested in the_____ Governor's Budget for appropriation in Budget Act of _____.
(FISCAL YEAR)

☑ 2. Additional expenditures of approximately $ TBA in the current State Fiscal Year which are not reimbursable by the State pursuant to Section 6 of Article XIII B of the California Constitution and Sections 17500 et seq. of the Government Code because this regulation:

☑ a. implements the Federal mandate contained in Public Law 107-110 (NCLB) and Public Law 108-446 (IDEIA)
[redacted]

☐ b. implements the court mandate set forth by the_____

court in the case of_____vs._____

☐ c. implements a mandate of the people of this State expressed in their approval of Proposition No._____at the_____ election;
(DATE)

☐ d. is issued only in response to a specific request from the _____

_____, which is/are the only local entity(s) affected;

☐ e. will be fully financed from the _____authorized by Section
(FEES, REVENUE, ETC.)

_____of the_____Code;

☐ f. provides for savings to each affected unit of local government which will, at a minimum, offset any additional costs to each such unit.

☐ 3. Savings of approximately $_____annually.

☐ 4. No additional costs or savings because this regulation makes only technical, non-substantive or clarifying changes to current law and regulations.

ECONOMIC AND FISCAL IMPACT STATEMENT *cont. (STD. 399, Rev. 2-98)*

☐ 5. No fiscal impact exists because this regulation does not affect any local entity or program.

☐ 6. Other.

B. FISCAL EFFECT ON STATE GOVERNMENT *(Indicate appropriate boxes 1 through 4 and attach calculations and assumptions of fiscal impact for the current year and two subsequent Fiscal Years.)*

☐ 1. Additional expenditures of approximately $_____ in the current State Fiscal Year. It is anticipated that State agencies will:

☐ a. be able to absorb these additional costs within their existing budgets and resources.

☐ b. request an increase in the currently authorized budget level for the _____ fiscal year.

☐ 2. Savings of approximately $_____ in the current State Fiscal Year.

☑ 3. No fiscal impact exists because this regulation does not affect any State agency or program.

☐ 4. Other. See Attached Analysis

C. FISCAL EFFECT ON FEDERAL FUNDING OF STATE PROGRAMS *(Indicate appropriate boxes 1 through 4 and attach calculations and assumptions of fiscal impact for the current year and two subsequent Fiscal Years.)*

☐ 1. Additional expenditures of approximately $_____ in the current State Fiscal Year.

☐ 2. Savings of approximately $_____ in the current State Fiscal Year.

☐ 3. No fiscal impact exists because this regulation does not affect any federally funded State agency or program.

☑ 4. Other. See Attached Analysis

SIGNATURE	01/28/05	TITLE Ed. Fiscal Services Consultant	
AGENCY SECRETARY APPROVAL/CONCURRENCE	Susie Lange	Deputy Superintendent	DATE 4/29/05
DEPARTMENT OF FINANCE [2] APPROVAL/CONCURRENCE	PROGRAM BUDGET MANAGER		DATE

1. *The signature attests that the agency has completed the STD. 399 according to the instructions in SAM sections 6600-6680, and understands the impacts of the proposed rulemaking. State boards, offices, or departments not under an Agency Secretary must have the form signed by the highest ranking official in the organization.*

2. *Finance approval and signature is required when SAM sections 6600-6670 require completion of the Fiscal Impact Statement in the STD. 399.*

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

SUBJECT	
California Technology Assistance Project Grants (CTAP), including, but not limited to, approval of the 11 CTAP regional lead agencies for the period of July 1, 2005, to June 30, 2008.	☒ **Action** ☒ **Information** ☐ **Public Hearing**

RECOMMENDATION

Approve the three-year grants for the period of July 1, 2005, to June 30, 2008, to the six CTAP regional lead agencies, which have complete applications, and approve the remaining five grant with the following conditions: 1) The California Department of Education (CDE) provide written evidence to the State Board of Education (SBE) Executive Director that the Regional Governance Councils (RGCs) for each of the remaining five regions have approved the governance policy documents contained in the applications; and 2) Funds will be held, pending approval of the SBE Executive Director that the governance policy documentation is in order.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

At its April 2002 meeting, the SBE approved three-year grants for 11 county offices of education to serve as lead agencies to provide regional technical assistance services to schools, districts, and county offices of education in all of the following areas related to education technology:

1. Staff development.
2. Learning resources.
3. Hardware.
4. Telecommunications infrastructure.
5. Technical assistance to school districts in developing a support system to operate and maintain an education technology infrastructure, including improving pupil record keeping and tracking related to pupil instruction
6. Coordination with federal, state, and local programs.
7. Funding for technology.

In the spring of 2003, and again in 2004, the SBE received an update on CTAP services and approved funding for the following fiscal year. In April 2005, the SBE received an update and evaluation on services that CTAP provided in 2004.

SUMMARY OF KEY ISSUES

According to Education Code Section 51871 (a). The CTAP shall be administered by the CDE to provide a regionalized network of technical assistance to schools and school districts on the implementation of education technology as set forth in policies of the SBE. Over the past three years, the 11 CTAP regional lead agencies have continued to evolve into very effective service and support providers for their client county offices and districts. They have provided extensive local support for the Enhancing Education Through Technology (EETT) Formula and Competitive grants, School Renovation Technology Grant (SRTG), E-rate, and the Education Technology for High Schools grant (AB 2882) programs. Professional development provided by CTAP helps schools promote technology literacy for staff and students and also helps develop the capacity of teachers to integrate technology effectively into the curriculum.

The CDE is fully satisfied with the services and support provided by CTAP and the annual process CTAP has used to evaluate and improve services. Historically, CTAP had been providing professional development to schools and districts using a menu style approach and often provided one-time assistance. Based upon local needs, the regional lead agency (RLA) would schedule one workshop or a series of workshops and invite all schools to participate. While initial attendance was high, change in availability of release days and substitutes began to significantly reduce the workshop participation. Moreover, the various state and federal grant programs began requiring a more clearly focused approach to professional development and ongoing support. As a result, CTAP now provides the bulk of their workshops using an on-request, site-based approach. They work closely with sites and customize their efforts to meet the specific needs of the site staff and their programs. Support is often provided over the course of several months with very focused attention on promoting the use of technology to improve teaching, learning, and overall school management.

The CDE meets with CTAP directors on a regular basis to coordinate regional services and to ensure that CTAP is providing services based upon local needs. CTAP services have effectively helped districts and schools develop technology plans focused on using technology as a tool to improve teaching, student achievement, and the local education agencies' (LEAs') ability to collect and use data in school and classroom management. As the CDE administered the CTAP grants, the CDE recognized that the regions needed to improve the evaluation and accountability aspects of their programs.

In developing the request for applications (RFAs) for this three-year grant, the CDE strengthened the accountability requirements for the CTAP lead agencies. The changes include:

- CTAP must have a Regional Governance Council (RGC) with full authority to approve all services, activities, and expenditures.

- CTAP may only allocate funds on a contractual basis to an LEA in the region for specific services and for deliverables that benefit the entire region.

- The CTAP and Statewide Education Technology Services Projects (SETS) must

SUMMARY OF KEY ISSUES

collaborate to ensure that all clients understand and benefit from the available services. CTAP and SETS will also collaborate and share data for the annual reporting process.

- CTAP and SETS are required to contract with an external evaluator. The evaluators will meet with CDE staff three times a year to ensure that the annual report to the SBE and Legislature addresses the impact of services provided by CTAP and SETS.

In order to be considered for funding, through a competitive process, the applicant was required to submit and, if necessary, revise its application to meet a baseline standard in all areas of the application guidelines. Eleven applications were received, one from each of the 11 regions. Reviewers were recruited from other state departments of education, institutes of higher education, and the Regional Technology Education Center (RTEC), the federally funded regional technology assistance center located at West Ed. The applications were reviewed on March 9-10, 2005. Six of the applications met the baseline standards and are recommended for approval. Five of the applications met the baseline standards, but the Regional Governance Council has not yet officially approved the required Governance Policy Documents, i.e., the bylaws which stipulate the responsibility and approval authority of the RGC, contained in their application and, therefore, these five are being recommended for conditional approval. CDE will provide written evidence to the Executive Director of the SBE that the RGC for each of the five regions has approved the governance policy document contained in each application. Funds will be held, pending approval of the Executive Director that the governance policy documentation is in order. Copies of the CTAP applications are on file in the SBE Office. The recommended applicants and the funding level for each are listed in Attachment 1.

Each region's estimated CTAP program funding level has been determined using a formula that was used for the prior grant awards. The funding formula is as follows: 1) each region will receive a $50,000 base; 2) ten percent of the remaining funding will be distributed to the 11 regions based upon the number of school districts and county offices in each region; and 3) the remaining funding will be distributed based upon the enrollment within each region based on the prior year's CBEDS. If a cost-of-living adjustment is provided in the 2005-06 fiscal year state budget, any increase will be distributed across the regions in a pro rata fashion.

Each region's estimated EETT local assistance support funding level has been determined using a formula that was used for the prior grant awards. The funding formula is as follows: 1) each region will receive a $50,000 base; and 2) the remaining funding will be distributed based upon the percentage of eligible districts within each region as determined by the prior year's Title I eligibility information.

FISCAL ANALYSIS (AS APPROPRIATE)

Approval of three-year grants to the 11 CTAP regional lead agencies for the period of July 1, 2005, to June 30, 2008, will provide needed support to California schools and will support the CDE's implementation of the Title II, Part D Formula and Competitive grant programs. The majority of CTAP funding is specified in item 6110-181-0001 Education Technology-CTAP from the state general fund. The grants are appropriated annually.

ATTACHMENT(S)

Attachment 1: California Technology Assistance Project Grants (CTAP) Recommended Applicants (1 Page)

CTAP's Recommended Applicants

Region	Applicant	CTAP Funding	EETT Funding	Total	Recommendation
1	Mendocino County Office of Education	$ 384,897	$ 133,107	$ 518,004	Conditional Approval
2	Butte County Office of Education	$ 381,284	$ 156,004	$ 537,288	Regular Approval
3	Sacramento County Office of Education	$ 894,548	$ 129,715	$ 1,024,263	Conditional Approval
4	Alameda County Office of Education	$ 1,330,663	$ 137,347	$ 1,468,010	Regular Approval
5	Santa Clara County Office of Education	$ 816,449	$ 116,994	$ 933,443	Conditional Approval
6	Stanislaus County Office of Education	$ 584,463	$ 103,426	$ 687,889	Regular Approval
7	Fresno County Office of Education	$ 907,220	$ 171,268	$ 1,078,488	Regular Approval
8	Kern County Superintendent of Schools	$ 908,826	$ 137,347	$ 1,046,173	Conditional Approval
9	San Diego County Superintendent of Schools	$ 2,028,031	$ 151,763	$ 2,179,794	Regular Approval
10	San Bernardino County Superintendent of Schools	$ 1,542,301	$ 116,146	$ 1,658,447	Regular Approval
11	Los Angeles County Office of Education	$ 3,208,274	$ 156,004	$ 3,364,278	Conditional Approval
	TOTAL	$12,986,956	$1,509,121	$14,496,077	

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

SUBJECT	
Review of the Redesigned Instrument for the Coordinated Compliance Review (CCR)	☒ **Action** ☒ **Information** ☐ **Public Hearing**

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) review the Redesigned Instrument for the Coordinated Compliance Review process for consistency with SBE policy and take action as deemed necessary and appropriate.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Staff submitted an April 2005 Information Item for SBE review. The item included background information on the purpose of CCR, the SBE's role in the review of the CCR Instrument, a discussion of the modified CCR process for 2004-05, development efforts for the current year, a description of tasks that have been completed thus far, and a sample program Instrument to review (Migrant Education).

SUMMARY OF KEY ISSUES

The Consolidated Application (ConApp) is used by CDE to distribute categorical funds fror various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in June, each local educational agency (LEA) submits Part I of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each prograı Program entitlements are determined by formulas contained in the laws that created the programs. Part II of the application is submitted in the fall of each year and contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

State and federal law require the CDE to monitor the implementation of categorical programs operated by local educational agencies (LEAs). This state oversight is accomplished in part by conducting on-site reviews of twenty-four such programs administered by LEAs; this is known as the CCR process. The reviews are conducted every year for one-quarter of all LEAs. This allows for each LEA to be reviewed once every four years by state staff and local administrators trained to review one or more of these programs. The purpose of the review is to verify compliance with requirements of

SUMMARY OF KEY ISSUES

each categorical program, and to ensure that program funds are spent to increase student achievement.

Education Code Section 64001 requires the State Superintendent of Public Instruction to complete a monitoring instrument for SBE review for consistency with SBE policy. The state's role is to monitor for LEA compliance to these tenets of the law, so nothing required by statute will be eliminated or overlooked during the review process. Rather than a full-scale overhaul, however, the Instrument has been updated to clarify current state and federal legal requirements. Further, it has been reconfigured into seven dimensions representing major program requirements and sequences so that each dimension builds upon and informs the one preceding it. In addition, the 2005-06 Instrument includes core item and supporting statutory items. A core item is essential to the desired outcome of the program and defines WHO must do WHAT. Supporting items clarify core items and provide detail. The core and supporting items combined determine a compliance finding.

FISCAL ANALYSIS (AS APPROPRIATE)

None

ATTACHMENT(S)

The final draft of the CCR Instrument will be submitted as a last minute memorandum.

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: May 6, 2005

TO: MEMBERS, STATE BOARD OF EDUCATION

FROM: Geno Flores, Deputy Superintendent
Assessment and Accountability Branch

RE: Item No. 14

SUBJECT: Review of the Redesigned Instrument for the Coordinated Compliance Review (CCR)

Summary

Staff submitted an April 2005 Information item for State Board of Education (SBE) review. The item included background information on the purpose of CCR, the SBE's role in the review of the CCR Instrument, a discussion of the modified CCR process for 2004-05, development efforts for the current year, and a sample program Instrument to review (Migrant Education).

Education Code Section 64001 requires the State Superintendent of Public Instruction to complete a monitoring instrument for State Board of Education review for consistency with SBE policy. The components of the reconfigured CCR Instrument are derived directly from state and federal statute. The Instrument has been reconfigured into seven dimensions representing major program requirements and sequences so that each dimension builds upon and informs the one preceding it. In addition, the 2005-06 Instrument includes core items and supporting statutory items. A core item is essential to the desired outcome of the program and defines WHO must do WHAT. Supporting items clarify the specific components of the core items and provide detail. The core and supporting items combined determine a compliance finding.

Draft CCR Instruments for CalSERVE, Educational Equity, and HIV/Aids will be submitted for SBE review as soon as they are finalized.

Attachments *(all are DRAFTS)*

Attachment 1: Coordinated Compliance Review Instrument: California School-age Families (CalSAFE)
Attachment 2: Coordinated Compliance Review Instrument: Career/Technical Education (CTE)
Attachment 3: Coordinated Compliance Review Instrument: Programs for English Learners (EL)
Attachment 4: Coordinated Compliance Review Instrument: Gifted and Talented Education (GATE)

Attachment 5: Coordinated Compliance Review Instrument: Homeless Education (HE)
Attachment 6: Coordinated Compliance Review Instrument: Improving Teacher Quality: Title II, Part A (ITQ)
Attachment 7: Coordinated Compliance Review Instrument: Migrant Education (M)
Attachment 8: Coordinated Compliance Review Instrument: Physical Education Program
Attachment 9: Coordinated Compliance Review Instrument: Program Improvement (PI)
Attachment 10: Coordinated Compliance Review Instrument: Title IV, Safe and Drug-free Schools and Communities (SDFSC) and Tobacco-use Prevention Education (TUPE)
Attachment 11: Coordinated Compliance Review Instrument: State and Federal Compensatory Education
Attachment 12: Coordinated Compliance Review Instrument: Title I, Neglected or Delinquent: Title I, Part D (N or D)
Attachment 13: Coordinated Compliance Review Instrument: Uniform Complaint Procedures
Attachment 14: Coordinated Compliance Review Instrument: Integrated Program Instrument (IPI)

2005-'06 Coordinated Compliance Review Instrument

Draft 05/05/2005

California School Aged Families Education (Cal-SAFE)

Desired Outcomes

1. The LEA serves a significant number of expectant and parenting students of both genders with targeted supportive services related to school success. EC 54742(b)(1)
2. Eligible students have the opportunity to be continuously enrolled in the Cal-SAFE program through graduation from high school. EC 54742(b)(2)
3. Cal-SAFE students serves for one or more years earn a high school diploma or equivalent or demonstrate academic progress. EC 54742(b)(3)
4. Cal-SAFE students graduate with a transition plan to post-secondary education or employment. EC 54742(b)(4)
5. Cal-SAFE families will not become welfare dependent. EC 54742(b)(5)
6. Cal-SAFE students demonstrate effective parenting skills. EC 54742(b)(6)
7. Cal-SAFE students will not have a repeat birth or father a repeat pregnancy. EC 54742(b)(7)
8. Pregnant students served by Cal-SAFE will not have a low birth weight baby. EC 54742(b)(8)
9. Children of enrolled student parents receive child care and development services based on assessed developmental needs of each child. EC 54742(b)(9)
10. Children of enrolled student parents receive health screening and immunizations. EC 54742(b)(10)
11. Children of enrolled student parents have enhanced school readiness, demonstrate progress towards meeting their assessed developmental goals, or both. EC 54742(b)(11)

Note: Because the methodology of the California Department of Education validation review team includes sampling, the validation review cannot produce an all-inclusive assessment of items in this instrument. The LEA is responsible for operating its categorical programs in compliance with all applicable laws and regulations.

Program Dimensions

Each categorical program is reviewed using the following interrelated seven dimensions.

I. **Involvement:** Parents, LEA and site staffs, students, and community members participate in developing, implementing, and evaluating core and categorical programs.

II. **Governance and Administration:** Policies, plans, and administration of categorical programs meet statutory requirements.

III. **Funding:** Allocation and use of funds meet statutory requirements for allowable expenditures.

IV. **Standards, Assessment, and Accountability:** Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.

V. **Staffing and Professional Development:** Staff members are recruited, trained, assigned, and assisted to ensure the effectiveness of the program.

VI. **Opportunity and Equal Educational Access:** Participants have equitable access to all programs provided by the LEA, as required by law.

VII. **Teaching and Learning:** Participants receive core and categorical program services that meet their assessed needs.

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California School Aged Families Education (Cal-SAFE)

I	**Involvement** Parents, LEA and site staff members, students, and community members participate in developing, implementing, and evaluating core and categorical programs.

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
I-CSF.1. The LEA provides a comprehensive, community-linked school-based program for expectant and parenting students and their children. (EC 54742 (a)) 1.1. The LEA coordinates with available community services that provide resources for expectant and parenting student families. (EC 54745 (c)(11)) 1.2. The LEA participates in the development of a County Service Coordination Plan facilitated by the county superintendent of schools. (EC 54744 (b)) 1.3.The LEA coordinates services to the maximum extent possible with the Adolescent Family Life Program and Cal-Learn. (EC 54745(c)(15)) 1.4.The program refrains from religious instruction or worship. (EC 54749 (g)(2),(3); 5CCR 18017)	**Document** ❑ County Service Coordination Plan ❑ Student services data ❑ Desired Results Parent Survey ❑ Student Parent Handbook ❑ Other: _____ **Observation** ❑ Community service facilities ❑ Classrooms ❑ Other: _____ **Interview** ❑ Students ❑ Parents of students ❑ LEA staff ❑ Representatives of partnering agencies ❑ Others: _____				

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II	**1.1.1.1 Governance and Administration** Policies, plans, and administration of categorical programs meet statutory requirements and achieve the intended outcomes of the categorical program.

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
II-CSF.2. The LEA forms partnerships with community and governmental agencies to coordinate and provide services to Cal-SAFE families. EC 54745(c)(10) 2.1. The LEA establishes informal or formal agreements with community agencies EC 54744 (a), EC 54744 (b), 54745 (b)(10) 2.2. The LEA coordinates services with the Adolescent Family Life Program and Cal-Learn without duplication. EC 54745 (b)(15), 54742 (d)	**Document** ❑ Memoranda of understanding or contracts ❑ GradStar data ❑ Other: _____ **Interview** ❑ Partners ❑ Staff ❑ Students ❑ Others: _____				

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
II-CSF.3. The LEA enrolls students voluntarily in the Cal-SAFE program on an open-entry and open-exit basis. EC 54745 (c)(2) 3.1. The LEA provides opportunity for students to be continuously enrolled in the Cal-SAFE program. (EC54742 (a)) 3.2. The LEA offers Cal-SAFE program services to all eligible students in its service area. (EC 54745 (a)(3))	**Document** ❑ Enrollment documents ❑ Attendance documents ❑ Other: _____ **Interview** ❑ Staff ❑ Students ❑ Others: _____				

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
II-CSF.4. The LEA makes maximum use of its local school food service program. EC 54745 (c)(8) 4.1. Pregnant and lactating students receive meal supplement. (EC 49553, 54745 (c)(9))	**Document** ❑ Menu for meal supplement ❑ Menus for child nutrition				

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4.2. Children in the child care and development component receive nutritious meals and snacks during the time they are in the program. (EC 8203, 8261 ; 5CCR 18270)	❑ Menu production work sheets ❑ Food Program applications ❑ Other: _____ **Observation** ❑ Pregnant and lactating meal or snack ❑ Child care meal ❑ Other: _____ **Interview** ❑ Students ❑ Others: _____				
Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
II-CSF.5. Child care sites are licensed by the authorized agency or are exempt from licensure. (EC 54746 (c)(5); 22 CCR 101 158 (a)(9)) 5.1. Sites that are exempt meet health and safety standards. (EC 54746 (c)(5)) 5.2. Children receive health screening and immunizations. (EC 54746 (c)(3))	**Document** ❑ Child care license ❑ Family data files ❑ Other: _____ **Observation** ❑ Posted license ❑ Exempt child care center ❑ Other: _____				

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III	**Funding** Allocation and use of funds meet statutory requirements for allowable expenditures.				
Compliance item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
III-CSF.6. Expenditures for Cal-SAFE student support services and child care services are allowable. (EC 54746(b)) 6.1. The LEA maintains an annual Cal-SAFE budget and expenditure reports per Sec. 54749. (EC 54745(c)(12)) 6.2. The LEA does not charge fees for Cal-SAFE services. (EC 54745(c)(13)) 6.3. Student support and child care funding are maintained in separate accounts. (EC 54749 (a), (c), and (d)) 6.4. The support service allowance does not supplant district revenue limit funding. (EC 54749 (a)(1)(B)) 6.5. Indirect cost claimed by the LEA does not exceed the lesser of the approved indirect cost rate or 10 percent. (EC 54749 (e))	**Document** ❑ District budget ❑ Expenditure reports ❑ Parent Handbook ❑ District policy ❑ Other: _____				

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IV	**Standards, Assessment, and Accountability** Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
IV-CSF.7. Placement of expectant and parenting students and instructional strategies are based on the needs of the individual student. EC 54745(c)(2) 7.1. Expectant and parenting students participate in a classroom setting unless an alternative placement will better meet the needs of the school-age family. EC 54745(c)(2) 7.2. The LEA assesses the needs of each student and child upon entry and periodically as needed. EC 54746(a) 7.3. The LEA determines appropriate levels and types of services to be provided that are unduplicated by Adolescent Family Life Program or Cal-Learn. EC 54746(b	**Document** ❑ GradStar forms ❑ Family data files ❑ Other: _____ **Observation** ❑ Student classrooms ❑ Other: _____ **Interview** ❑ Students ❑ Staff ❑ Others: _____				

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
IV-CSF.8. Eligible students are assessed and receive support. (EC 54742 (b)(1), 54746 (b), 54747) 8.1. Data is maintained as requested by CDE. (EC 54745 (c)(14)) 8.2. Students graduate with a diploma or equivalent, and all students show progress toward graduation. (EC 54742 (b)(3)) 8.3. Activities support the goal of healthy babies born to pregnant students. (EC 54742 (b)(8), 54745 (c)(9)) 8.4. Activities support the goal of no repeat births. (EC 54742 (b)(7))	**Document** ❑ GradStar forms ❑ Student transcripts ❑ Other: _____ **Observation** ❑ Student classrooms ❑ Activities supporting goals ❑ Other: _____ **Interview** ❑ Students ❑ Others: _____				

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Compliance Item	Evidence Reviewed ☑	Findings and Comments	C	NC	N/A
IV-CSF.9. The LEA annually evaluates progress toward program goals. (EC 54746 (c), 8261; 5CCR 18279,18280) 9.1. Annual self-study indicates quality child care and development using the environment rating scale for the appropriate age group and setting. (EC 54742 (b)(11), 54746 (c) (2, 6), 8261 (a)(2)) 9.2. Children make progress toward assessed developmental goals using Desired Results Developmental Profiles (DRDP). (EC 54742 (b)(9), 54746 (c)(6), 8203.5 (b), 5 CCR 18272) 9.3. DRDP is used to plan a program for infants and toddlers. (EC 54742 (b)(11), 54742 (b)(9), 54746 (c)(4, 6), 8203.5 (b); 5 CCR 18272)	**Document** ❑ Completed environment rating scale ❑ Developmental profiles/portfolios ❑ Plan for Cal-SAFE program goals ❑ Other: _____ **Observation** ❑ Child care and development classrooms ❑ Lesson plans ❑ Individual learning plan ❑ Other: _____ **Interview** ❑ Child development staff ❑ Program staff ❑ Others: _____				

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V	**Staffing and Professional Development** Staff members are recruited, trained, assigned and assisted to ensure the effectiveness of the program.

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
V-CSF.10. The LEA provides staff development and community outreach to establish a positive learning environment. (EC 54745(c)(11))	**Document** ❑ Staff training agendas ❑ Sign-in sheets ❑ Program brochures, flyers ❑ Other: _____ **Interview** ❑ Students ❑ Staff ❑ Others: _____				

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
V-CSF.11. Child care and development personnel are qualified. (EC 54746 (d), 54746(c)(6), 8242, 8360.3, 8463) 11.1. Each program operating two or more child development sites has a qualified program director. (EC 8242, 8360.3, 8463; 5CCR 18206, 18168 (a)(3)(B)) 11.2. Each program child development center has a qualified site supervisor. (EC 8208 (a), 8242, 8463; 5CCR 18205) 11.3. Each child development classroom has a qualified teacher. (EC 8208,8242, 8360.3, 8463; 5CCR 18168 (a)(3)(B))	**Document** ❑ Child development personnel roster ❑ Permits, credentials, transcripts ❑ Other: _____				

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VI	**Opportunity and Equal Educational Access** Participants have equitable access to all programs provided by the LEA, as required by law.				
Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VI-CSF.12. The LEA provides quality education in a supportive and accommodating learning environment with classroom strategies to ensure access and academic credit. EC 54745(c)(4) 12.1. The LEA allows expectant and parenting students to participate in any comprehensive or alternative programs in which they could otherwise enroll. EC 54745(c)(2) 12.2. Male and female students are served. EC 54747 (a) 12.3. The LEA provides quality child care and development on or near the school site for children of enrolled teen parents. EC 54745(c)(7) 12.4. All expectant, custodial, or non-custodial student parents who have not earned a high school diploma or equivalant are allowed to enroll in Cal-SAFE. EC 54747 12.5. Child care and development services are provided while parents are involved in school approved activities. (EC 54742 (b)(9), 54743 (b)) 12.6. Expectant and parenting students are afforded educational equity. The LEA operates in compliance with Title IX Education Amendments of 1972 Regulations. (EC 54745 (b)(1))	**Document** ❑ Student transcripts ❑ Family data files ❑ Student enrollment files ❑ Student parent handbook ❑ Other: _____ **Observation** ❑ Student classroom ❑ Child care schedule ❑ Other: _____ **Interview** ❑ Students ❑ Staff ❑ Others: _____				

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VII	**Teaching and Learning** Participants receive core and categorical program services that meet their assessed needs.

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VII-CSF.13. The LEA provides parenting and life skills instruction to enrolled students. (EC 54745(c)(5)) 13.1. Students graduate with a transition plan for further education, training, or employment. (EC 54742 (b)(4, 5)) 13.2. Student parents participate in the child care and development program. (EC 54746 (c)(7)) 13.3. Parents have access to their children and the caregivers during normal hours of operation. (EC 8354 (b); 22CCR 101319.1 (c))	**Document** ❑ Course outline ❑ List of topics ❑ Description of parenting activities ❑ Parenting and life skills curriculum ❑ Other: _____ **Observation** ❑ Parenting and life skills classroom ❑ Parent meeting ❑ Child care center ❑ Other: _____ **Interview** ❑ Students ❑ Staff ❑ Others: _____				

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2005-'06 Coordinated Compliance Review Instrument

Draft 05/06/2005

Career Technical Education (CTE)

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Desired Outcomes

(1) Develop more fully the academic and career technical education skills of secondary students in career technical education programs. (20 USC 2301)

(2) Eliminate discrimination and denial of services on the basis of race, color, national origin, sex, and handicap in career technical education programs. (34 CFR 100, Appendix B)

Note: Because the methodology of the California Department of Education validation review team includes sampling, the validation review cannot produce an all-inclusive assessment of items in this instrument. The LEA is responsible for operating its categorical programs in compliance with all applicable laws and regulations.

Program Dimensions

Each categorical program is reviewed using the following interrelated seven dimensions.

I. **Involvement:** Parents, LEA and site staffs, students and community members participate in developing, implementing and evaluating core and categorical programs.

II. **Governance and Administration:** Policies, plans, and administration of categorical programs meet statutory requirements.

III. **Funding:** Allocation and use of funds meet statutory requirements for allowable expenditures.

IV. **Standards, Assessment, and Accountability:** Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.

V. **Staffing and Professional Development:** Staff members are recruited, trained, assigned and assisted to ensure the effectiveness of the program.

VI. **Opportunity and Equal Educational Access:** Participants have equitable access to all programs provided by the LEA as required by law.

VII. **Teaching and Learning:** Participants receive core and categorical program services that meet their assessed needs.

Career/Technical Education (CTE)

I	**Involvement** Parents, LEA and site staff members, students, and community members participate in developing, implementing and evaluating core and categorical programs.

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
I- CTE.1. The district governing board has appointed a career/technical advisory committee to develop recommendations on the program and to provide a liaison between the district and potential employers. *(EC 8070)* 1.1. The career/technical advisory committee is composed of one or more representatives of the general public knowledgeable about disadvantaged students; teachers; business; industry; school administration; and the field office of the California Employment Development Department. *(EC 8070)*	**Document** ❑ Advisory Committee List ❑ Advisory Committee minutes ❑ Other: _____ **Observation** ❑ Advisory Committee meeting ❑ Other: _____ **Interview** ❑ CTE Coordinator ❑ Other: _____				

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II Governance and Administration

Policies, plans, and administration of categorical programs meet statutory requirements and achieve the intended outcomes of the categorical program.

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
II –CTE.2. The district maintains an inventory record for each piece of equipment purchased with federal funds with an acquisition cost of $500 or more per unit. The record describes the acquisition by: **(a) type, model,** **(b) serial number,** **(c) funding sources,** **(d) acquisition date,** **(e) cost,** **(f) location,** **(g) current condition, and** **(h) transfer, replacement, or disposition of obsolete or unusable equipment.** ***(34 CFR 80.32(d)(i))*** 2.1 The school district has conducted a physical check of the inventory of equipment within the past two years and has reconciled the result with inventory records. *(34 CFR 80.32(d)(2))*	**Document** ❑ Inventory records ❑ Evidence of physical check of inventory ❑ Other: _____ **Observation** ❑ Equipment location ❑ Other: _____ **Interview** ❑ CTE Coordinator ❑ Other: _____				

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
II-CTE.3. Tech-Prep Education programs supported by funds under Title I of the Carl D. Perkins Act include: **(a) Articulation agreements among all participants in the consortium** **(b) At least two years of secondary education preceding high school graduation and at least two years of higher education or an apprenticeship**	**Document** ❑ Articulation agreements ❑ In-service training plan for teachers/counselors ❑ Policy on equal access for all students including members of special				

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program leading to either an associate's degree or a postsecondary certificate in a specific career field **(c) Development of secondary and postsecondary tech-prep programs which meet the state's academic standards.** **(d) In-service training for teachers** **(e) Training programs for counselors** **(f) Equal access to the full range of technical preparation programs to members of special populations** **(g) Preparatory services that assist students participating in Tech-Prep programs.** ***(20 USC 2373(c))***	populations ❑ Other: _____ **Observation** ❑ Classroom(s) ❑ Other: _____ **Interview** ❑ CTE Coordinator ❑ Teachers ❑ Counselors ❑ Other: _____	

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
II-CTE.4. The district plan describes how career/technical education programs provide students with strong experience in and comprehensive understanding of all aspects of an industry the students are preparing to enter. *(20 USC 2302(2), 2354(b)(3)(B))* 4.1 The district plan describes how funds will be used to promote nontraditional* training and employment. *(20 USC 2354(b)(9))* **Nontraditional training and employment* means occupations or fields of work, including careers in computer science, technology, and other emerging high-skill occupations, for which individuals from one gender constitute less than 25 percent of the individuals employed in each such occupation or field of work. *(20 USC 2302(17))*	**Document** ❑ Local CTE plan ❑ Other: _____ **Observation** ❑ Classroom ❑ Other: _____ **Interview** ❑ CTE coordinators ❑ CTE teachers ❑ Other: _____				

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III	**Funding** Allocation and use of funds meet statutory requirements for allowable expenditures.

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
III- CTE.5. Funds made available under the Carl D. Perkins Act, Part C support Career and Technical Education programs that: **(a) initiate, improve, expand, and modernize quality career and technical education programs, and** **(b) provide services that are of sufficient size, scope, and quality to be effective.** ***(20 USC 2355(b)(6), (7))***	**Document** ❑ LEA's Carl D. Perkins Plan ❑ Course outline ❑ Other: _____ **Observation** ❑ Classroom ❑ Other: _____ **Interview** ❑ CTE Coordinator ❑ Teachers ❑ Other: _____				

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
III-CTE.6. The LEA uses Carl D. Perkins Act funds to supplement, and not supplant, state and local funds to carry out career and technical education activities and tech-prep activities. (*20 USC 2391(a)*).	**Document** ❑ LEA's Carl D. Perkins Plan ❑ Course outline ❑ Other: _____ **Observation** ❑ Classroom ❑ Other: _____ **Interview** ❑ CTE Coordinator ❑ Teachers ❑ Other: _____				

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IV	**Standards, Assessment, and Accountability** Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
IV-CTE.7. The LEA evaluates career-technical education programs consistent with the district plan, including an assessment of how the needs of special populations* are being met. (20 USC 2354(b)(6), 2355(b)(5)) * *Special populations* means: (a) individuals with disabilities; (b) individuals from economically disadvantaged families, including foster children; (c) individuals preparing for nontraditional training and employment; (d) single parents, including single pregnant women; (e) displaced homemakers; and (f) individuals with other barriers to educational achievement, including individuals with limited English proficiency. (20 USC 2302(23))	**Document** ❑ District CTE plan ❑ Evaluation report ❑ Enrollment of special population students ❑ Other: _____ **Observation** ❑ Other: _____ **Interview** ❑ CTE coordinators ❑ CTE teachers ❑ Other: _____				

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V	**Staffing and Professional Development** Staff members are recruited, trained, assigned and assisted to ensure the effectiveness of the program.

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
V- CTE.8. The career-technical education program provides professional development for teachers, counselors, and administrators, including: **(a) inservice and preservice in state-of-the-art career and technical education programs and techniques;** **(b) effective teaching skills based on research, and** **(c) effective practices to improve parental and community involvement.** ***(20 USC 2354(b)(10); 2355(b)(4))***	**Document** ❑ Professional Development Plan ❑ Other: _____ **Observation** ❑ Professional development event ❑ Other: _____ **Interview** ❑ Teachers ❑ Counselors ❑ Administrators ❑ CTE Coordinator ❑ Other: _____				

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
V-CTE.9. Work Experience Education (WEE) teacher-coordinators possess a valid secondary-level credential, have two years of occupational experience outside the field of education, and are knowledgeable about WEE's educational purpose, standards, laws, rules, and regulations. ***(5 CCR 10075***)	**Document** ❑ Teachers credentials ❑ Teachers occupational experience ❑ Other: _____ **Interview** ❑ CTE coordinator ❑ WEE coordinator ❑ Teachers ❑ Other: _____				

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VI	**Opportunity and Equal Educational Access** Participants have equitable access to all programs provided by the LEA as required by law.				
Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VI-CTE.10. The enrolled WEE students are at least sixteen years of age or in grade eleven (except those in exploratory work experience). *(EC 51760.3; 5 CCR 100.71(c))* Note: Exceptions to the age rule may be made by the principal, or WEE may be identified on the IEP. *(EC 51760.3; 5 CCR 100.71(c))*	**Document** ❑ Student Records ❑ Other: _____ **Observation** ❑ Classroom ❑ Other: _____ **Interview** ❑ Students ❑ WEE Coordinator ❑ CTE Coordinator ❑ Other: _____				
Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VI-CTE.11. The minimum day for WEE students is at least four periods, with a total of at least 180 minutes in duration, except for continuation school students. *(EC 46144)*	**Document** ❑ Student Records ❑ Other: _____ **Observation** ❑ Classroom ❑ Other: _____ **Interview** ❑ Students ❑ WEE Coordinator ❑ CTE Coordinator ❑ Other: _____				

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Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VI-CTE.12. Each WEE student receives as a minimum the equivalent of one instructional period per week of classroom instruction or counseling offered intermittently during the semester by a certificated employee. *(EC 51760.3(b))*	**Document** ❑ Student Records ❑ Other: _____ **Observation** ❑ Classroom ❑ Other: _____ **Interview** ❑ Students ❑ WEE Coordinator ❑ CTE Coordinator ❑ Other: _____				

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VI-CTE.13. The school district grants no more than 40 semester credits of WEE, of which not more than ten credits are conferred in any one semester. *(EC 51760.3)*	**Document** ❑ Student Records ❑ Other: _____ **Observation** ❑ Classroom ❑ Other: _____ **Interview** ❑ Students ❑ WEE Coordinator ❑ CTE Coordinator ❑ Other: _____				

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Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VI-CTE.14. The student-to-WEE coordinator ratio does not exceed 125 students per full-time-equivalent certificated teacher-coordinator. ***(EC 46300(b)(2))***	**Document** ❑ Student Records ❑ Other: _____ **Observation** ❑ Classroom ❑ Other: _____ **Interview** ❑ Students ❑ WEE Coordinator ❑ CTE Coordinator ❑ Other: _____				

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VI-CTE.15. Individual student records for participants enrolled in WEE include: **(a) Type of WEE in which the student is enrolled, where the student is employed, and the type of job held;** **(b) Applicable work permit issued (not required for Exploratory WEE);** **(c) Employer's report of student's hourly work record and performance on the job;** **(d) Report of employer consultation;** **(e) Ratings of the student, including grade;** **(f) Formal training agreement for the student describing the responsibilities of the student, employer, parent, and schools;** **(g) Nondiscrimination statement on every training agreement (Title VI); and** **(h) Individual training plan for the student.** ***(5 CCR 10070, 10071, 10073)***	**Document** ❑ Student Records ❑ Other: _____ **Observation** ❑ Classroom ❑ Other: _____ **Interview** ❑ Students ❑ WEE Coordinator ❑ CTE Coordinator ❑ Other: _____				

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Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VI-CTE.16. The LEA provides equitable participation of special population students in a full range of career/technical education programs and services through affirmative outreach, recruitment, enrollment, and placement activities. ***(20 USC 2354(b)(7)(A), (8))*** 16.1. The LEA identifies and adopts strategies to overcome barriers that result in lowering access to or lowering success in the programs, for special populations. *(20 USC 2354 (b)(7)(A))*	**Document** ❑ LEA governing board non-discrimination policies and procedures ❑ Training agreement ❑ Recruitment and promotional materials ❑ Other: _____ **Interview** ❑ Students ❑ CTE Coordinator ❑ Counselors ❑ Other: _____				

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VI-CTE.17. The LEA plan describes how funds are used to promote preparation for nontraditional training and employment*. ***(20 USC 2354(b)(9))*** *The term *nontraditional training and employment* means occupations or fields of work, including careers in computer science, technology, and other emerging high-skill occupations, in which individuals from one gender constitute less than 25 percent of the individuals employed in each such occupation or field of work. ***(20 USC 2302(17))***	**Document** ❑ Recruitment records ❑ Enrollment and retention records ❑ CTE program offerings ❑ Training agreements ❑ Other: _____ **Observe** ❑ Classroom ❑ Other: _____ **Interview** ❑ Students ❑ Counselors ❑ CTE Coordinator				

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	❑ Other: _____				
Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VI-CTE.18. Counseling materials and activities (including student program selection and career/employment selection), and promotional and recruitment efforts do not discriminate on the basis of race, color, national origin, sex, or handicap. ***(34 CFR 100, Appendix B, (V),(A))*** 18.1. Promotional materials are available in the primary language of EL students. *(34 CFR Part 100, Appendix B,(V)(E))* 18.2. Information disseminated to notify students of opportunities for financial assistance is free of discriminatory language and is communicated in English and in the primary language of the national origin of the communities served by the district. *(34 CFR 100, Appendix B,(VI)(B))*	**Document** ❑ Counseling materials ❑ Career materials ❑ Recruitment and promotional materials ❑ Training agreement ❑ Other: _____ **Observe** ❑ Career Center ❑ Classroom **Interview** ❑ Students ❑ CTE Coordinator ❑ Career Tech Coordinator ❑ Other: _____				
Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VI-CTE.19. Prior to the beginning of each school year, the LEA advises students, parents, employees and the general public that all vocational opportunities are offered without regard to race, color, national origin, sex, or handicap. ***(34 CFR 100, Appendix B,(IV),(O))*.** 19.1. If the LEA's service area contains a community of persons with limited English language skills, public notification materials are disseminated in the languages of the community and state that the LEA will take steps to assure that the lack of English language skills will not be a barrier to admission and participation in vocational education programs. *(34 CFR 100, Appendix B,(IV),(O))*	**Document** ❑ LEA governing board policy ❑ Annual announcement ❑ Student handbook ❑ Parent handbook ❑ Other: _____ **Interview** ❑ Students ❑ CTE Coordinator ❑ Parents ❑ Community members				

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	❑ Other: _____	

VII	**Teaching and Learning** Participants receive core and categorical program services that meet their assessed needs.				
Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VII- CTE.20. Career-technical education programs supported by the Carl D. Perkins Act are organized into coherent sequences of courses that integrate career/technical and academic education so that students will achieve both academic and occupational competence. *(20 USC 2354(b)(3)(A); 2355(b))* 20.1 Career-technical education programs provide students with strong experience in and understanding of all aspects of an industry. *(20 USC 2355, (b)(2))* 20.2 Career-technical education programs develop, improve, or expand the use of technology. *(20 USC 2355, (b)(3))* .	**Document** ❑ LEA Carl D. Perkins Plan ❑ Course outline ❑ Sequence of courses ❑ Other: _____ **Observation** ❑ Classroom ❑ Other: _____ **Interview** ❑ CTE Coordinator ❑ Counselors ❑ Teachers ❑ Students ❑ Other: _____				

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2005-'06 Coordinated Compliance Review Instrument

Draft 05/05/2005

English Learners (EL)

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Desired Outcomes

1. English learners acquire full proficiency in English as rapidly and effectively as possible. (20 USC 1703(f), 6892; EC 300(f), 5CCR 11302(a))

2. English learners meet State standards for academic achievement. (20 USC 1703(f), 6892, 5CCR11302(b))

Note: Because the methodology of the California Department of Education validation review team includes sampling, the validation review cannot produce an all-inclusive assessment of items in this instrument. The LEA is responsible for operating its categorical programs in compliance with all applicable laws and regulations.

Program Dimensions

Each categorical program is reviewed using the following interrelated seven dimensions.

I. **Involvement:** Parents, LEA and site staffs, students and community members participate in developing, implementing and evaluating core and categorical programs.

II. **Governance and Administration:** Policies, plans, and administration of categorical programs meet statutory requirements.

III. **Funding:** Allocation and use of funds meet statutory requirements for allowable expenditures.

IV. **Standards, Assessment, and Accountability:** Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.

V. **Staffing and Professional Development:** Staff members are recruited, trained, assigned and assisted to ensure the effectiveness of the program.

VI. **Opportunity and Equal Educational Access:** Participants have equitable access to all programs provided by the LEA as required by law.

VII. **Teaching and Learning:** Participants receive core and categorical program services that meet their assessed needs.

English Learners (EL)

I	**Involvement** Parents, LEA and site staff members, students, and community members participate in developing, implementing and evaluating core and categorical programs.

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
I-EL.1. A school site with 21 or more English learners has a functioning English Learner Advisory Committee (ELAC) that meets the following requirements: **(a) parent members are elected by parents or guardians of English learners. (5 CCR 11308(b); EC 62002.5)** **(b) parents of English learners constitute at least the same percentage of the committee membership as their children represent of the student body. (EC 62002.5, 52176(b)** **(c) has advised the School Site Council (SSC) on the development of the Single School Plan for Student Achievement. (EC 64001(a))** **(d) has advised the principal and staff on the school's program for English learners. (EC52176(c), 62002.5)** **(e) has assisted in the development of the school's:** • **needs assessment,** • **language census (R-30LC), and** • **efforts to make parents aware of the importance of regular school attendance.** **(EC 62002.5, 52176(c))** **(f) has received training materials and training, planned in full consultation with committee members to assist members to carry out their legal responsibilities (EC 35147(c); 5 CCR 11308(d))** **(g) had the opportunity to elect at least one member to the DELAC or has participated in a proportionate regional representation scheme when there are 31 or more EL parent advisory committees in the district. (5 CCR 11308(b))** **(ED 62002.5, 52176(b), 35147; 20 USC 6312(g)(4))**	**Document** ❑ ELAC agendas, minutes, & sign-in sheets ❑ ELAC training materials ❑ ELAC meeting notifications ❑ Bylaws (if the committee has bylaws) ❑ ELAC membership list with parents of English learners indicated ❑ Samples of communications provided to parents in non-English languages ❑ Other: _____ **Observation** ❑ ELAC meeting (if scheduled) ❑ Other: _____ **Interview** ❑ ELAC members ❑ Other: _____				

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Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
I-EL.2. An LEA with 51 or more English learners has a functioning District English Learner Advisory Committee (DELAC), or a subcommittee of an existing district committee in which at least 51% of the members are parents (not employed by the district) of English learners. **(a) The DELAC has had the opportunity to advise the governing board on all of the following:** • **development of a district master plan for educational programs and services for English learners. (5 CCR 11308(c)(1))** • **conducting a district-wide needs assessment on a school-by-school basis. (5 CCR 11308(c)(2))** • **establishment of district program, goals, and objectives for programs and services for English learners. (5 CCR 11308(c)(3))** • **development of a plan to ensure compliance with any applicable teacher and instructional aide requirements. (5 CCR 11308(c)(4))** • **administration of the annual language census. (5 CCR 11308(c)(5))** • **review and comment on the school district's reclassification procedures. (5 CCR 11308(c)(6))** • **review and comment on the written notifications required to be sent to parents and guardians. (5 CCR 11308(c)(7))** **(b) The LEA has provided training materials and training, planned in full consultation with committee members, appropriate to assist members in carrying out their legal advisory responsibilities. (EC11308(d))** **(EC 62002.5, 52176(a), 35147; 5 CCR 11308(d); 20 USC 6312(g)(4))**	**Document** ❑ DELAC agendas, minutes, sign-in sheets ❑ DELAC training materials ❑ DELAC meeting notifications ❑ Governing Board meeting(s) where DELAC provided advice (if applicable) ❑ Samples of communications provided to parents in non-English languages ❑ Other: _____ **Observation** ❑ DELAC meeting ❑ Other: _____ **Interview** ❑ DELAC members ❑ Other: _____				

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*

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I-EL.3. The LEA outreach to parents of limited English proficient students includes: **(a) sending notice of and holding regular meetings for the purpose of formulating and responding to the parents' recommendations. (20 USC 7012(e)(2))** **(b) informing the parents regarding how they can be involved in the education of their children, and be active participants in assisting their children to:** • **attain English proficiency,** • **achieve at high levels in core academic subjects, and** • **meet challenging State academic standards expected of all students. (20 USC 7012(e)(1))** **(c) When 15% or more of the student population at the school site speak a single primary language other than English, all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the school or school district are, in addition to being written in English, are written in the primary language(s). (EC 48985)** **(d) An LEA that has not made progress on annual measurable objectives has informed parents/guardians of English learners of such failure not later than 30 days after such failure occurs. (20 USC 6312(g)(1)(B)(2), 7012(b)** **<u>Note</u>: Establishment and operation of ELAC/DELAC pursuant to EC 62002.5 and 5 CCR 11308 evidence compliance with (a) and (b) of this item.**	**Document** ❑ District/LEA policies/procedures re: Parent Involvement ❑ Samples of communications provided to parents in non-English languages ❑ Copy of letter sent to parents if the LEA fails to make progress on annual measurable achievement objectives. ❑ Other: _____ **Interview** ❑ Parents ❑ Teachers ❑ Principals ❑ District Administrators ❑ Other: _____	

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II	**Governance and Administration** Policies, plans, and administration of categorical programs meet statutory requirements..

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
II-EL.4. The district has properly identified, assessed, and reported all students who have a primary language other than English. (20 USC 6312(g); EC 62002, 52164; 5 CCR 11307, 11511, 11511.5) 4.1. A home language survey (HLS) is used at the time of initial enrollment to determine the student's primary language. (EC 52164.1(a)) 4.2. Within 30 calendar days of initial enrollment, each student whose home language is other than English, as determined by the HLS, has been assessed for English proficiency using the state-designated instrument (CELDT). The assessment has been conducted following all of the publisher's specific instructions. (EC 52164.1(b); 5 CCR 11307(a), 11511) 4.3. Each English learner is assessed in the primary language. (EC 52164.1(c)) 4.4. Each English learner is annually assessed for English proficiency, i.e., CELDT, and academic progress. (5 CCR 11306, 11511) 4.5. Parents/guardians of English learners and fluent English proficient students have been notified of their child's initial English-language and primary-language proficiency results and program placement. (EC 52164.1(c), 5 CCR 11511.5) 4.6. Parents/guardians of English learners have been notified annually of their child's English-language proficiency assessment results and program placement. (EC 52164.1(c), 5 CCR 11511.5)	**Document** ❑ District policies/procedures that describe identification of English learners and notifications to parents ❑ Student records ❑ Notifications sent to parents or guardians, including notifications in non-English languages ❑ Other: _____ **Interview** ❑ District administrators ❑ Site administrators ❑ Teachers ❑ Parents ❑ Other: _____				

III	**Funding** Allocation and use of funds meet statutory requirements for allowable expenditures.

Compliance item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
III-EL.5. Adequate general fund resources are used to provide each English learner with learning opportunities	**Document**				

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in an appropriate program, including ELD and the rest of the core curriculum. The provision of such services is not contingent on the receipt of state or federal categorical aid funds. (20 USC 1703(f); *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1010, 1012-1013) 5.1. EIA-LEP and Title III funds supplement, but do not supplant, general funds or other categorical resources at the school. (20 USC 6825(g); 5 CCR 4320(a))	❑ Single School Plan ❑ Expenditure reports for EIA-LEP funds ❑ Expenditure reports for Title III funds ❑ Time accounting records of multi-funded staff ❑ Other: _____ **Observation** ❑ Classrooms ❑ Other: _____ **Interview** ❑ District administrators ❑ Site administrators ❑ Teachers ❑ Other: _____	

IV	**Standards, Assessment, and Accountability** Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*

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Compliance Item	Evidence Reviewed ☑	Findings and Comments	C	NC	N/A
V-EL.6. The LEA has implemented a process and criteria to determine the effectiveness of programs for English learners, including: **(a) A way to demonstrate that the program(s) for English learners produce, within a reasonable period of time,** • **English language proficiency comparable to that of average native speakers of English in the district, and** • **academic results indicating that English learners are achieving and sustaining parity of academic achievement with students who entered the district's school system already proficient in English.** **(b) An ongoing mechanism for using the procedures described above to improve program implementation and to modify the program, as needed, to ensure that each English learner achieves full proficiency in English and academic achievement at grade-level.** **(20 USC1703(f), 6841, *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1009-1011)**	**Document** ❑ LEA plan and/or other district documents that describe criteria and process for determining the effectiveness of the district's programs for English learners ❑ Single School Plan for Student Achievement ❑ English learner program evaluation report ❑ Longitudinal data on academic achievement of EL and former EL students ❑ Description of how the LEA.s evaluation procedure involves district and site staff in determining possible program improvements ❑ Other: _____ **Interview** ❑ District administrators ❑ Site administrators ❑ Teachers ❑ Other: _____				

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IV-EL.7. LEA reclassifies a pupil from English learner to proficient in English using process and criteria that include, but are not limited to: **(a) assessment of English language proficiency (CELDT). (5 CCR 11303(a))** **(b) assessment of performance in basic skills, e.g., California Standards Test for English-Language Arts (CST-ELA). (5 CCR 11303(d))** **(c) participation of the classroom teacher and other certificated staff with the direct responsibility for teaching or placement decisions of the pupil. (5 CCR 11303(b))** **(d) parent opinion and consultation during the reclassification process. (EC 313; 5 CCR 11303(c))** 7.1. The LEA monitors the progress of pupils reclassified for a minimum of two years to ensure correct classification, placement, and additional academic support if needed. (20 USC 6841, 5 CCR 11304) 7.2. The LEA maintains in the pupils permanent record documentation of the following: • language and academic performance assessments. • participants in the reclassification process. • decision regarding reclassification. (5CCR 11305)	**Document** ❑ District-established criteria/procedures for reclassification ❑ List of students reclassified to FEP ❑ List of English learners who have been enrolled in the district for 5 years or more ❑ Documentation that verifies that reclassified students have met the LEA reclassification criteria ❑ Documentation that verifies that students who meet LEA reclassification criteria have been reclassified ❑ Student records (selected) ❑ Records of reclassification follow-up monitoring for two years ❑ Other: _____ **Observation** ❑ Classrooms ❑ Other: _____ **Interview** ❑ District administrators ❑ Site administrators ❑ Teachers ❑ Parents ❑ Students ❑ Other: _____	

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V	**Staffing and Professional Development** Staff members are recruited, trained, assigned and assisted to ensure the effectiveness of the program.				
Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
V-EL.8. Teachers assigned to provide English language development and/or access to core curriculum instruction for English learners are appropriately authorized or actively in training for an English learner authorization. 8.1. Upon documentation of a local shortage of qualified teachers to provide such instruction, the district has adopted and is implementing measures by which it plans to remedy the shortage. (20 USC. 6319(a)(1); EC 44253.1, 44253.2, 44253.3, 44253.10; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1009-1011)	**Document** ❑ List of teachers assigned to teach English learners and their EL authorization or training status ❑ *Plan to Remedy the shortage of Qualified Teachers for Englishi Learners* (if applicable) ❑ Other: _____ **Observation** ❑ Classrooms ❑ Other: _____ **Interview** ❑ Teachers ❑ Paraprofessionals ❑ Counselors ❑ Administrators ❑ Other: _____				

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Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
V-EL.9 The LEA provides high-quality professional development to classroom teachers, principals, administrators, and other school or community-based personnel: **(a) designed to improve the instruction and assessment of EL pupils. (20 USC 6825(c)(2)(A))** **(b) designed to enhance the teacher's ability to understand and use curricula, assessment measures, and instructional strategies for English learners. (20 USC 6825(c)(2)(B)** **(c) based on research demonstrating the effectiveness of the professional development in increasing pupil's English proficiency or the teacher's subject matter knowledge, teaching knowledge, and teaching skills. (20 USC 6825(c)(2)(C))** **(d) of sufficient intensity and duration to have a positive and lasting impact on the teacher's performance in the classroom. (20 USC 6825(c)(2)(D))** **(20USC 6825(c(2); *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1009-1011)**	**Document** ❑ Professional development policies ❑ Professional development records – for teachers, paraprofessionals, counselors, administrators ❑ Other: _____ **Observation** ❑ Classrooms ❑ Other: _____ **Interview** ❑ Teachers ❑ Paraprofessionals ❑ Counselors ❑ Administrators ❑ Other: _____				

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VI Opportunity and Equal Educational Access

Participants have equitable access to all programs provided by the LEA as required by law.

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VI- EL.10 All pupils are placed in English-language classrooms unless a parental exception waiver has been granted for an alternative program. (EC 305, 306, 310, 311) 10.1 Based on LEA criteria of reasonable fluency, English learners are placed in Structured-English Immersion, or in English Language Mainstream (ELM) program settings. English learners who do not meet the LEA criteria for participation in an ELM are placed in an ELM program if parent/guardian so requests. (EC 305, 306; 310, 311; 5 CCR 11301) 10.2 The LEA has designed and implemented an SEI English language acquisition process in which the curriculum and instruction are designed for children who are learning the language. (EC 306) Note: The individualized education program (IEP) team determines placement of each special education student regardless of language proficiency.	**Document** ❑ District policies/procedures ❑ Student records ❑ Written notifications sent to parents ❑ Descriptions of SEI and ELM program designs ❑ Other: _____ **Observation** ❑ Classrooms ❑ Other: _____ **Interview** ❑ Staff ❑ Parents ❑ Other: _____				

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VI- EL.11 Parents and guardians of English learners are informed of the placement of their children in an English language classroom and are notified of an opportunity to apply for a parental exception waiver for their children to participate in an alternative program. (20 USC 6312(g)(1)(A); EC 48985; 5 CCR 11309(a)) Note: The individualized education program (IEP) team determines placement of each special education student regardless of language proficiency. No provision of an IEP requires a parental exception waiver. 11.1. LEA procedures for granting parental exception waivers include the following components:	**Document** ❑ District policies/procedures ❑ Alternative program(s) description(s) ❑ Written notifications to parents ❑ Records of waivers (list of students whose waivers were approved / denied) ❑ Copies of waivers approved / denied ❑ List of students in alternative program (if applicable) ❑ Other: _____				

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• Parents and guardians are provided, upon enrollment and annually, full written and, upon request, spoken descriptions of the structured English immersion program, alternative program(s) and all educational opportunities available to the pupil and the educational materials to be used in the different options. (5 CCR11309(b)(1)) • Parents and guardians are informed that a pupil under age 10 must be placed for not less than 30 calendar days in an English language classroom the first year of enrollment in a California school. (5 CCR 11309(2)) • Parents and guardians are informed of any recommendation by the school principal and educational staff for an alternative program, and are given notice of their right to refuse the recommendation. (5 CCR 11309(3)) • Parental exception waivers are acted upon within 20 instructional days of submission to the school principal. However, waivers submitted under Education Code 311c must be acted on either no later than 10 calendar days after the expiration of the 30-day English language classroom placement or within 20 instructional days of submission of the waiver, whichever is later. (EC 310, 311; 5 CCR 11309(c)) 11.2 Parental exception waivers are granted unless the school principal and educational staff determine that an alternative program offered at the school would not be better suited for the overall educational development of the pupil. (EC 310, 311; 5 CCR11309(b)(4)) 11.3. If a waiver is denied, parents and guardians are informed in writing by the principal and other educational staff of reason for denial and advised that they may appeal to the local board of education, or to the court. (EC 310, 311; 5 CCR 11309(d)) 11.4. Each school in which 20 or more pupils of a given grade level have been granted a waiver provides such a class. If fewer than 20 waivers are granted, the school provides such a class or allows the pupils to transfer to a public school in which such a class is offered. (EC 310)	**Observation** ❑ Classrooms ❑ Other: _____ **Interview** ❑ Administrators ❑ Teachers ❑ ELAC/DELAC members and other parents ❑ Other: _____	

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VII	**Teaching and Learning** Participants receive core and categorical program services that meet their assessed needs.				
Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VII-EL.12. Each English learner receives a program of instruction in English language development in order to develop proficiency in English as rapidly and effectively as possible. (20 USC 1703(f), 6825 (c)(1)(A); EC 300, 305, 306, 310; 5 CCR 11302(a); *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1009-1011)	**Document** ❑ ELD curriculum / course descriptions ❑ List of English learners and fluent-English proficient students ❑ Class lists, daily schedules, and/-or master schedule ❑ Student records (including assessment data) for selected students ❑ IEPs for selected special education ELs ❑ Other: _____ **Observation** ❑ Classrooms ❑ Other: _____ **Interview** ❑ Students ❑ Teachers ❑ Counselors ❑ Administrators ❑ Other: _____				

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Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VII- EL.13. Academic instruction for English learners is designed and implemented to ensure that they meet the district's content and performance standards for their respective grade levels in a reasonable amount of time. 13.1 The district has developed and is implementing a plan for monitoring and overcoming any academic deficits English learners incur while acquiring English. Actions to overcome academic deficits are taken before the deficits become irreparable. (20 USC1703(f), 6312 (c)(1)(M), 6825 (c)(1)(B); EC 306, 310; 5 CCR 11302(b) ; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1009-1011))	**Document** ❑ Grade level course descriptions ❑ Class lists or master schedule ❑ List of current and former ELs ❑ Student records (including assessment data) for selected students ❑ IEPs for selected special education ELs ❑ List of students who have been retained, with English language proficiency status (EL, R-FEP, I-FEP, EO) indicated ❑ Other: _____ **Observation** ❑ Classrooms ❑ Other: _____ **Interview** ❑ Students ❑ Teachers ❑ Counselors ❑ Administrators ❑ Other: _____				

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2005-'06 Coordinated Compliance Review Instrument

Draft 05/05/2005

Gifted and Talented Education (GATE)

DRAFT

Desired Outcomes

1. To provide opportunities for high-achieving and underachieving gifted and talented pupils including pupils from economically disadvantaged and varying cultural backgrounds. (*Education Code (EC)* 52200(a))

2. To improve the quality of existing programs for gifted and talented pupils. (*Education Code (EC)* 52200(b))

3. To provide for experimentation in the delivery of the programs, including a variety of programmatic approaches and cost levels. (*Education Code (EC)* 52200(b))

Note: Because the methodology of the California Department of Education validation review team includes sampling, the validation review cannot produce an all-inclusive assessment of items in this instrument. The LEA is responsible for operating its categorical programs in compliance with all applicable laws and regulations.

Program Dimensions

Each categorical program is reviewed using the following interrelated seven dimensions.

I. Involvement: Parents, LEA and site staffs, students, and community members participate in developing, implementing, and evaluating core and categorical programs.

II. Governance and Administration: Policies, plans, and administration of categorical programs meet statutory requirements.

III. Funding: Allocation and use of funds meet statutory requirements for allowable expenditures.

IV. Standards, Assessment, and Accountability: Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.

V. Staffing and Professional Development: Staff members are recruited, trained, assigned, and assisted to ensure the effectiveness of the program.

VI. Opportunity and Equal Educational Access: Participants have equitable access to all programs provided by the LEA as required by law.

VII. Teaching and Learning: Participants receive core and categorical program services that meet their assessed needs.

Gifted and Talented Education

I	**Involvement** Parents, LEA and site staff members, students, and community members participate in developing, implementing, and evaluating core and categorical programs.

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
I-G.1. The LEA plan includes procedures for continuous participation of parents of gifted and talented pupils in recommending policy for the planning, evaluating, and implementing the GATE program. (5 CCR 3831(j)(8))	**Document** ❑ LEA Plan ❑ Single Plan for Student Achievement ❑ Parent advisory meeting notices, agendas ❑ Parent surveys ❑ Other: _____ **Observation** ❑ GATE parent meeting ❑ Other: _____ **Interview** ❑ GATE coordinator ❑ District administrators ❑ Site administrators ❑ Parents ❑ Other: _____				

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II	**Governance and Administration** Policies, plans, and administration of categorical programs meet statutory requirements and achieve the intended outcomes of the categorical program.				
Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
II-G.2. The LEA plan describes the appropriately differentiated curricula for identified GATE pupils. (5CCR 3831(j)) 2.1. The LEA develops a method for identifying GATE pupils in one or more of the following categories: intellectual, creative, specific academic ability, leadership ability, high achievement, and performing and visual arts talent. (*EC* 52202) 2.2. The LEA GATE program is planned and organized as an integrated, differentiated learning experience within the regular school day. (*EC* 52206(a)) 2.3. A person is designated who has responsibility for the development of identification procedures, program implementation, fiscal management, and collection of auditable records for evaluation. (*EC* 52212(a)(3))	**Document** ❑ LEA plan ❑ Identification criteria ❑ Other: _____ **Observation** ❑ GATE classes ❑ Other: _____ **Interview** ❑ GATE coordinator ❑ District administrators ❑ Site administrators ❑ Teachers ❑ Parents ❑ Other: _____				

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III	**Funding** Allocation and use of funds meet statutory requirements for allowable expenditures.				
Compliance item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
III-G.3. GATE program funds are used solely for the purposes of the program. (EC 52209) 3.1. The LEA plan includes an objective related budget for use of GATE funds. (5CCR 3831(j)(10)) 3.2. Funds not expended in the current fiscal year are expended for GATE program services in subsequent years. (EC 52209(b)) 3.3 Indirect costs charged to the program were no more than 3 percent. (5CCR 3870) 3.4. The school district maintains auditable records. (EC 52212(a)(2))	**Document** ❑ LEA Plan ❑ Records of GATE expenditures ❑ Other: _____ **Interview** ❑ GATE coordinator ❑ District administrators ❑ Site administrators ❑ Teachers ❑ Other: _____				

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IV	**Standards, Assessment, and Accountability** Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
IV-G.4. Evaluation of the program includes an annual review of pupil progress and of the administration of the program. (5CCR 3831(j)(5)) 4.1. Modification of the GATE program is based on an annual review. (5CCR 383(j)(6))	**Document** ❑ LEA Plan ❑ Single Plan for Student Achievement ❑ Student assessment data ❑ Staff surveys ❑ Student surveys ❑ Parent surveys ❑ Other: _____ **Interview** ❑ GATE coordinator ❑ District administrators ❑ Site administrators ❑ Teachers ❑ Students ❑ Parents ❑ Other: _____				

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V	**Staffing and Professional Development** Staff members are recruited, trained, assigned, and assisted to ensure the effectiveness of the program.				
Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
V-G.5. The LEA staff development plan is based upon a needs assessment which includes specification of requisite competencies of teachers and supervisory personnel (5CCR 3831(j)(7)) 5.1. "Special Day Class" GATE teachers have preparation, experience, personal attributes, and competencies for teaching gifted children. (5CCR 3840(a)(3))	**Document** ❑ LEA Plan ❑ GATE teacher specifications ❑ GATE administrator specifications ❑ Teacher needs assessments ❑ Administrator needs assessments ❑ Records of professional development ❑ Other: _____ **Interview** ❑ GATE coordinator ❑ District administrators ❑ Site administrators ❑ Teachers ❑ Others: _____				

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VI	**Opportunity and Equal Educational Access** Participants have equitable access to all programs provided by the LEA as required by law.				
Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VI-G.6. The LEA provides equal opportunities for pupils to be identified for participation in the GATE program. (5CCR 3820(e)) 6.1. The LEA seeks out and identifies gifted and talented pupils whose extraordinary capacities require special services and programs. (5CCR 3820(b)) 6.2. The LEA seeks out and identifies gifted and talented pupils from varying linguistic, economic, and cultural backgrounds. (5CCR 3820(f)) 6.3. All identified gifted and talented pupils have the opportunity to participate in the program. (5CCR 3831(i))	**Document** ❑ GATE student identification criteria ❑ GATE student demographic data ❑ District student demographic data ❑ Other: _____ **Observation** ❑ GATE classes ❑ Other: _____ **Interview** ❑ GATE coordinator ❑ District administrator ❑ Site administrator ❑ Teachers ❑ Students ❑ Parents ❑ Others: _____				

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VII	**Teaching and Learning** Participants receive core and categorical program services that meet their assessed needs.				
Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VII-G.7. The LEA provides differentiated learning opportunities commensurate with the gifted and talented pupil's abilities and talent. (*EC* 52200(c)(1)) 7.1. Gifted and talented pupils have opportunities to acquire skills at advanced levels commensurate with their potentials. (*EC* 52200(c)(2)) 7.2. Academic components are included in all program offerings and, where appropriate, instruction is provided in basic skills. (5 CCR 3831(g), *EC* 52206(c)) 7.3. Underachieving, linguistically diverse, culturally divergent, or economically disadvantaged gifted and talented students receive services to assist them to develop their potential to achieve at the high levels commensurate with their abilities. (5CCR 3840(i)) 7.4. Gifted and talented pupils have opportunities to develop realistic, healthy self-concepts. (*EC* 52200(c)(6))	**Document** ❑ LEA plan ❑ Single Plan for Student Achievement ❑ Other: _____ **Observation** ❑ GATE classrooms ❑ Other: _____ **Interview** ❑ GATE coordinator ❑ District administrators ❑ Site administrators ❑ Teachers ❑ Parents ❑ Students ❑ Others: _____				

DRAFT

2005-'06 Coordinated Compliance Review Instrument

Draft 05/05/2005

Homeless Education (HE)

Desired Outcomes

1. Each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths. (42 USC 11431(1))

2. Homeless children and youth have access to the education and other services needed to meet the same challenging State student academic achievement standards to which all students are held. (42 USC 11431(4))

Note: Because the methodology of the California Department of Education validation review team includes sampling, the validation review cannot produce an all-inclusive assessment of items in this instrument. The LEA is responsible for operating its categorical programs in compliance with all applicable laws and regulations.

Integrated Program Item (IPI)

The IPI reflects the impact of program integration to provide all students access to and success with the district's core curriculum and categorical program desired outcomes.

Program Dimensions

Each categorical program is reviewed using the following interrelated seven dimensions.

I. **Involvement:** Parents, LEA and site staffs, students and community members participate in developing, implementing and evaluating core and categorical programs.

II. **Governance and Administration:** Policies, plans, and administration of categorical programs meet statutory requirements.

III. **Funding:** Allocation and use of funds meet statutory requirements for allowable expenditures.

IV. **Standards, Assessment, and Accountability:** Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.

V. **Staffing and Professional Development:** Staff members are recruited, trained, assigned and assisted to ensure the effectiveness of the program.

VI. **Opportunity and Equal Educational Access:** Participants have equitable access to all programs provided by the LEA as required by law.

VII. **Teaching and Learning:** Participants receive core and categorical program services that meet their assessed needs.

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Homeless Education (HE)

I	**Involvement** Parents, LEA and site staff members, students, and community members participate in developing, implementing and evaluating core and categorical programs.

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
I-HE.1 The LEA provides the parents or guardians of homeless children and youth opportunities to participate in the education of their children. (42 USC 11432 (g)(6)(A)(iv)	**Document** ❑ Board policy ❑ Parent handbooks ❑ Communiqués ❑ Other: _____ **Interview** ❑ Parents ❑ Homeless liaison ❑ Other: _____				

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II Governance and Administration

Policies, plans, and administration of categorical programs meet statutory requirements and achieve the intended outcomes of the categorical program.

Compliance Item	*Evidence Reviewed ☑)*	*Findings and Comments*	*C*	*NC*	*N/A*
II-HE.2 The LEA has adopted a policy that homeless children and youth are not stigmatized or segregated on the basis of their status as homeless. (42 USC 11432(g)(1)(J)(i))	**Document** ❑ Board Policy ❑ Other: _____ **Observation** ❑ Classrooms ❑ After school facilities ❑ Other: _____ **Interview** ❑ Homeless liaison ❑ Parents ❑ Students ❑ Others: _____				

Compliance Item	*Evidence Reviewed ☑)*	*Findings and Comments*	*C*	*NC*	*N/A*
II-HE.2 The LEA informs school personnel, service providers, and advocates working with homeless families of the duties of the LEA liaison. (42 USC 11432(g)(6)(B))	**Document** ❑ Communiqués ❑ Homeless poster ❑ Other: _____ **Observation** ❑ Community facilities ❑ Other: _____				

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	Interview ❑ Homeless liaison ❑ Staff ❑ Advocates ❑ Others: _____				
Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
II-HE.3 If a dispute arises over school selection or enrollment, the LEA — **(a) immediately admits the student to the school in which enrollment is sought, pending resolution of the dispute;** **(b) provides written explanation to the parent or guardian of the school's decision, including the rights of the parent, guardian, or youth to appeal the decision;** **(c) refers the child, youth, parent, or guardian to the LEA liaison, to carry out the dispute resolution as expeditiously as possible; and** **(d) ensures that an unaccompanied youth is immediately enrolled in school pending resolution of the dispute. (42 USC 11432(g)(3)(E))**	**Document** ❑ Records of disputes ❑ Other: _____ **Interview** ❑ Homeless liaison ❑ Others: _____				
Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VII-HE.4. The LEA liaison coordinates with State, community and school personnel to provide education and related services, including: **(a) public notice of the educational rights of homeless children and youths disseminated where such services are provided (42 USC 11432(g)(6)(A)(v));** **(b) mediation of enrollment disputes (42 USC 11432(g)(6)(A)(vi)); and** **(c) information on and assistance in accessing transportation, including to school (42 USC 11432(g)(6)(A)(vii)).**	**Document** ❑ Homeless poster ❑ Transportation records ❑ Mediation records ❑ Communiqués ❑ Other: _____ **Observation** ❑ Classrooms				

DRAFT

	❑ Facilities for homeless services ❑ Other: _____ **Interview** ❑ Homeless liaison ❑ Service providers ❑ Parents ❑ Others: _____				
Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
II-HE.5. The LEA coordinates provisions of services with local social service agencies and other agencies or programs under the Runaway and Homeless Youth Act and with other local educational agencies on inter-district issues. (42 USC 5701, 11432(g)(5)(A)(i), (ii))	**Document** ❑ Meeting schedules and notices ❑ Meeting agendas and minutes ❑ Communiqués ❑ Other: _____ **Observation** ❑ Meeting ❑ Other: _____ **Interview** ❑ Homeless liaison ❑ Service providers ❑ Others: _____				

DRAFT

III	**Funding** Allocation and use of funds meet statutory requirements for allowable expenditures.				
Compliance item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
III-HE.6. The LEA reserves Title I, Part A funds as are necessary to provide services to homeless children and youth that are comparable to those provided to children in Title I, Part A-funded schools. (42 USC 11432(g)(4))	**Document** ❑ ConApp ❑ Fiscal records ❑ Other: _____ **Interview** ❑ Homeless liaison ❑ Title I Director ❑ Other: _____				

DRAFT

V	**Staffing and Professional Development** Staff members are recruited, trained, assigned and assisted to ensure the effectiveness of the program.				
Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
V-HE.7. The LEA has designated a liaison to coordinate with State, community and school personnel to provide education and related services to homeless children and youth. (42 USC 11432(g)(1)(J)(ii))	**Document** ❑ ConApp ❑ Homeless poster ❑ Other : _____ **Interview** ❑ Homeless Liaison ❑ Others: _____				

DRAFT

VI	**Opportunity and Equal Educational Access** Participants have equitable access to all programs provided by the LEA as required by law.				
Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VI-HE.8. The LEA continues the student's education in the school of origin to the extent feasible and when in his or her best interest, except when doing so is contrary to the wishes of the parents. (42 USC 11432 (g)(3)(B)(i)) 8.1 The LEA provides a written explanation, including a statement regarding the right to appeal, to the parent or guardian, if the LEA sends the student to a school other than the school of origin or a school requested by the parent or guardian; (42 USC 11432 (g)(3)(B)(ii)) 8.2 In the case of an unaccompanied youth, the homeless liaison assists in placement or enrollment decisions, considers the youth's views, and provides notice of the right to appeal. (42 USC 11432 (g)(3)(B)(iii))	**Document** ❑ Board Policy ❑ Enrollment records ❑ Student records ❑ Other: _____ **Interview** ❑ Homeless liaison ❑ Parents ❑ Others: _____				
Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VI-HE.9. The LEA provides homeless students services comparable to those offered to other students of the school including: **(a) transportation (42 USC 11432 (g)(4)(A));** **(b) educational services for which the child or youth met federal, state and local program eligibility criteria (42 USC 11432 (g)(4)(B));** **(c) vocational and technical education (42 USC 11432 (g)(4)(C));** **(d) gifted and talented education (42 USC 11432 (g)(4)(D)); and** **(e) school nutrition programs (42 USC 11432 (g)(4)(E)).**	**Document** ❑ LEA Plan ❑ Single Plan for Student Achievement ❑ Class schedules ❑ Student schedules ❑ Communiqués ❑ Other: _____ **Observation** ❑ Classroom ❑ Other: _____				

DRAFT

	Interview ❑ Homeless liaison ❑ Parents ❑ Students ❑ Others: _____	

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VII	**Teaching and Learning** Participants receive core and categorical program services that meet their assessed needs.

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VII-HE.10. The LEA immediately enrolls the homeless child or youth, even if the child or youth is unable to produce records normally required for enrollment. (42 USC 11432 (g)(3)(C)) 10.1. The enrolling school immediately refers parents or guardians of homeless children or youth to the LEA homeless liaison to assist them in obtaining necessary immunization or medical records. (42 USC 11432 (g)(3)(C)(iii)) 10.2. The LEA maintains student records for each homeless child or youth so that the records are available when a child or youth enters a new school or school district. (42 USC 11432(g)(3)(D)) .	**Document** ❑ Board Policy ❑ Enrollment records ❑ Communiqués ❑ Other: _____ **Interview** ❑ Homeless liaison ❑ Parents ❑ Students ❑ Others: _____				

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VII-HE.11. The LEA liaison coordinates with State, community and school personnel to provide education and related services, including: **(a) identification by school personnel and through coordination activities with other entities and agencies (42 USC 11432(g)(6)(A)(i));** **(b) enrollment and equal opportunity in LEA schools (42 USC 11432(g)(6)(A)(ii));** **(c) educational services (42 USC 11432(g)(6)(A)(iii));** **(d) referrals to health, dental, mental health, and other services (42 USC 11432(g)(6)(A)(iii)); and** **(e) information to parents or guardians of the educational and related opportunities available to**	**Document** ❑ Board Policy ❑ Single Plan for Student Achievement ❑ Class schedules ❑ Student schedules ❑ Service referrals ❑ Communiqués ❑ Other: _____ **Observation**				

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their children and opportunities to participate (42 USC 11432(g)(6)(A)(iv)).	❑ Classroom ❑ Service agencies ❑ Other: _____ **Interview** ❑ Homeless liaison ❑ Service providers ❑ Parents ❑ Students ❑ Others: _____	

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2005-'06 Coordinated Compliance Review Instrument

Draft 05/06/2005

Improving Teacher Quality: Title II Part A (ITQ)

Desired Outcomes

Increase student academic achievement through strategies for:

a. improving teacher and principal quality, and

b. increasing the number of highly qualified teachers in classrooms and highly qualified principals and assistant principals in schools.

(20 USC 6601(1))

Note: Because the methodology of the California Department of Education validation review team includes sampling, the validation review cannot produce an all-inclusive assessment of items in this instrument. The LEA is responsible for operating its categorical programs in compliance with all applicable laws and regulations.

Program Dimensions

Each categorical program is reviewed using the following interrelated seven dimensions.

I. **Involvement:** Parents, LEA and site staffs, students and community members participate in developing, implementing and evaluating core and categorical programs.

II. **Governance and Administration:** Policies, plans, and administration of categorical programs meet statutory requirements.

III. **Funding:** Allocation and use of funds meet statutory requirements for allowable expenditures.

IV. **Standards, Assessment, and Accountability:** Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.

V. **Staffing and Professional Development:** Staff members are recruited, trained, assigned and assisted to ensure the effectiveness of the program.

VI. **Opportunity and Equal Educational Access:** Participants have equitable access to all programs provided by the LEA as required by law.

VII. **Teaching and Learning:** Participants receive core and categorical program services that meet their assessed needs.

DRAFT

Improving Teacher Quality: Title II Part A (ITQ)

I	**Involvement** Parents, LEA and site staff members, students, and community members participate in developing, implementing and evaluating core and categorical programs.

Compliance Item	*Evidence Reviewed (Check all evidence reviewed)*	*Findings and Comments*	*C*	*NC*	*N/A*
I-ITQ.1 LEA teachers, paraprofessionals, principals, other relevant personnel and parents have collaborated in planning staff development activities and preparation of the LEA plan. (20 USC 6622 (b)(7) 1.1. The LEA involved staff in the assessment of needs to insure NCLB compliant staffing. (20 USC 6622(c)(2)	**Document** ❑ LEA Plan ❑ Needs assessment ❑ Title II application ❑ Other: _____ **Interview** ❑ District administrators ❑ Teachers ❑ Paraprofessionals ❑ Others: _____				

DRAFT

II	**Governance and Administration** Policies, plans, and administration of categorical programs meet statutory requirements and achieve the intended outcomes of the categorical programs.				
Compliance Item	*Evidence Reviewed (Check all evidence reviewed)*	*Findings and Comments*	*C*	*NC*	*N/A*
II-ITQ. 2. The LEA coordinates professional development activities with other federal, state and local professional development activities. (20 USC 6622(b)(4)) 2.1 The LEA coordinates NCLB Part A and D professional development funds used to train teachers to integrate technology into curricula and instruction. (20 USC 6622 (b)(6))	**Document** ❑ LEA Plan ❑ Needs assessment ❑ Title II application ❑ Other: _____ **Interview** ❑ District administrators ❑ Teachers ❑ Paraprofessionals ❑ Others: _____				

DRAFT

III	**Funding** Allocation and use of funds meet statutory requirements for allowable expenditures.				
Compliance item	*Evidence Reviewed (Check all evidence reviewed)*	*Findings and Comments*	*C*	*NC*	*N/A*
III-ITQ. 3 The LEA uses funds for one or more of the following activities: (20 USC 6623(a)) **(a) recruit and retain highly qualified staff; (20 USC 6623(a)(1))** **(b) recruit and retain highly qualified teachers who will be assigned teaching positions in their field where a shortage of HQT exists; (20 USC 6623(a)2))** **(c) provide professional development activities that improve the knowledge of teachers, principals and paraprofessionals in core academic subjects and instructional strategies, methods and skills; (20 USC 6623(a)(3))** **(d) promote retention of highly qualified teachers and principals, especially in schools with low achieving students; (20 USC 6623(a)(4))** **(e) carry out programs designed to improve the quality of the teacher force; (20 USC 6623(a)(5))** **(f) carry out professional development activities to improve the quality of principals and superintendents, including teachers aspiring to management; (20 USC 6623(a)(6))** **(g) hire only highly qualified teachers to reduce class size; (20 USC 6623(a)(7))** **(h) promote teacher career development; (20 USC 6623(a)(8))** **(i) carry out programs related to exemplary teachers. (20 USC 6623(a)(10))** 3.1 The LEA targets funds to schools with the lowest proportion of highly qualified teachers, largest class size or that are program improvement. (20 USC 6622(b)(3)	**Document** ❑ LEA Plan ❑ Title II application ❑ Fiscal records ❑ Other: _____ **Observation** ❑ Professional development activity ❑ Other: _____ **Interview** ❑ District administrators ❑ Teachers ❑ Paraprofessionals ❑ Others: _____	-ITQ			

DRAFT

IV	**Standards, Assessment, and Accountability** Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.

Compliance Item	*Evidence Reviewed (Check all evidence reviewed)*	*Findings and Comments*	*C*	*NC*	*N/A*
IV-ITQ.6 The LEA conducts an assessment of the need for professional development and hiring, as identified by the LEA and school staff. (20 USC 6322(c)(1), (2))	**Document** ❑ LEA Plan ❑ Needs assessment ❑ Title II application ❑ Other: _____ **Interview** ❑ District administrators ❑ Teachers ❑ Paraprofessionals ❑ Others: _____				

DRAFT

V	**Staffing and Professional Development** Staff members are recruited, trained, assigned and assisted to ensure the effectiveness of the program.				
Compliance Item	*Evidence Reviewed (Check all evidence reviewed)*	*Findings and Comments*	*C*	*NC*	*N/A*
V-ITQ.7. The Title II staff development program has a substantial, measurable, and positive impact on student academic achievement and is used to eliminate the achievement gap that separates low-income and minority students from other students. (20 USC 6322(b)(2))	**Document** ❑ Needs assessment ❑ Professional development records ❑ Other: _____ **Interview** ❑ District administrators ❑ Teachers ❑ Paraprofessionals ❑ Others: _____				

DRAFT

2005-'06 Coordinated Compliance Review Instrument

Draft 05/04/2005

Migrant Education (M)

DRAFT

Desired Outcomes

1. Migrant children have full opportunities to meet state academic content and achievement standards. 20 USC 6391(4)
2. Migrant children receive appropriate, coordinated and efficient education and supportive services that address their special needs. 20 USC 6391(3)
3. Interstate migratory children are not penalized by disparities of states' curriculum and academic standards. 20 USC 6391(2)
4. Migrant program plans help migrant children overcome educational, cultural, language, social and health problems to do well in school. 20 USC 6391(5)
5. Migrant children benefit from state and local systemic reforms. 20 USC 6391(6)
6. The migrant program reduces education disruptions and other problems resulting from repeated moves. 20 USC 6391(1)

Note: Because the methodology of the California Department of Education validation review team includes sampling, the validation review cannot produce an all-inclusive assessment of items in this instrument. The LEA is responsible for operating its categorical programs in compliance with all applicable laws and regulations.

Program Dimensions

Each categorical program is reviewed using the following interrelated seven dimensions.

I. **Involvement:** Parents, LEA and site staffs, students and community members participate in developing, implementing and evaluating core and categorical programs.

II. **Governance and Administration:** Policies, plans, and administration of categorical programs meet statutory requirements.

III. **Funding:** Allocation and use of funds meet statutory requirements for allowable expenditures..

IV. **Standards, Assessment, and Accountability:** Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.

V. **Staffing and Professional Development:** Staff members are recruited, trained, assigned and assisted to ensure the effectiveness of the program.

VI. **Opportunity and Equal Educational Access:** Participants have equitable access to all programs provided by the LEA as required by law.

VII. **Teaching and Learning:** Participants receive core and categorical program services that meet their assessed needs.

Migrant Education

I	**Involvement** Parents, LEA and site staff members, students, and community members participate in developing, implementing and evaluating core and categorical programs.

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
I-M.1 District and regional parent advisory councils fulfill their responsibilities to: **(a) Establish migrant education program goals, objectives and priorities;** **(b) Review annual needs assessment, program activities for each school, and individualized educational plans;** **(c) Advise on the selection, development and reassignment of migrant education program staff;** **(d) Be actively involved in the planning and negotiating of program applications and service agreements;** **(e) Other responsibilities established by state or federal law.** ***(20 USC 6394(c)(3)(A), (B); (EC 54444.4(a))*** 1.1. Members of the advisory council were elected by parents of migrant students at a general meeting to which all parents of pupils enrolled in the migrant program were invited. *(EC 54444.2.[a][1])* 1.2. The composition of the migrant parent council is determined by the parents of children enrolled in the migrant program. *(EC 54444.2(a)(1))* 1.3. At least two thirds of the migrant program parent council are parents of migrant children. EC 54444.2(a)(1) 1.4. The LEA trains parent councils to carry out their responsibilities. *(EC 54444.2(a)(4), 54444.4(a)(4))*	**Document** ❑ LEA policies ❑ PAC bylaws ❑ Minutes of PAC meetings ❑ Notices of meetings, bulletins and correspondence ❑ Other: _____ **Observation** ❑ PAC meeting ❑ Other: _____ **Interview** ❑ PAC members ❑ Program administrators ❑ Other LEA staff involved with PACs ❑ Other: _____				

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II	**Governance and Administration** Policies, plans, and administration of categorical programs meet statutory requirements and achieve the intended outcomes of the categorical program.

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
II-M.2. The migrant region provides: **(a) Technical assistance to operating agencies according to the service agreement;** **(b) Interagency coordination that improves services to migrant students;** **(c) Direct services required by the service agreement.** ***(EC 54444.4(c))***	**Document** ❑ Agency application ❑ Service Agreement ❑ LEA Plan ❑ Single Plan for Student Achievement ❑ Migrant Education and Title I, Part A evaluation reports ❑ Record of educational and health assessments of migrant students ❑ Other: _____				

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
II-M.3. The district provides: **(a) Services in compliance with state and federal law;** **(b) Information to parents;** **(c) Support to instructional staff.** ***(EC 54444.4(b))***	**Document** ❑ Agency application ❑ Service Agreement ❑ LEA Plan ❑ Single Plan for Student Achievement ❑ Migrant Education and Title I, Part A evaluation reports ❑ Record of educational and health assessments of migrant students ❑ Other: _____				

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III Funding

Allocation and use of funds meet statutory requirements for allowable expenditures.

Compliance item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
III-M.4 The operating agency uses migrant education funds only for allowable activities and equipment. ***(20 USC 6394(c)(1)(A))*** 4.1 The operating agency provides general fund services to migrant program schools that are comparable to all other schools *(20 USC 6321(c))*	**Document** ❑ Agency application ❑ Service Agreement ❑ Time and funding records of multi-funded staff ❑ Records of expenditures for staff, materials, and equipment ❑ Other: _____ **Observation** ❑ Core program activities and services ❑ Migrant program services ❑ Other categorical program services ❑ Other: _____				

IV Standards, Assessment, and Accountability

Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
IV-M.5. The operating agency measures migrant student progress against the desired outcomes of the Migrant Education Program and state academic standards. ***(20 USC 6396(a)(1)(D))*** 5.1 The operating agency completes an individual assessment of the educational and health needs of each migratory student within 30 days of enrollment. *(EC 54443.1(a))* 5.2 The operating agency integrates the needs assessments of migrant children with other categorical programs. *(20 USC 6396(a)(1)(A))*	**Document** ❑ LEA Plan ❑ Agency application ❑ Service Agreement ❑ Single Plan for Student Achievement ❑ Migrant Education and Title I, Part A evaluation reports ❑ Record of educational and health assessments of migrant students ❑ Other: _____				

DRAFT

V	**Staffing and Professional Development** Staff members are recruited, trained, assigned and assisted to ensure the effectiveness of the program.				
Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
V-M.6. The operating agency provides professional development programs and support for teachers and other program staff. ***(20 USC 6394(c)(6)(B)); EC 54444.4(b)(3), (c)(5))*** 6.1 Migrant program summer school staff is properly credentialed, and has cultural training and understanding of the special needs of migrant children. *(EC 54444.3(a)(4))*	**Document** ❑ Agency Application ❑ Service Agreement ❑ Regional and district staff development agendas and participation records ❑ Staff development plans and policies ❑ Credentials of summer school staff ❑ Other: _____ **Interview** ❑ Program administrators ❑ Teachers ❑ Paraprofessional staff members ❑ Other: _____				

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VI	**Opportunity and Equal Educational Access** Participants have equitable access to all programs provided by the LEA as required by law.				
Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VI-M.7. The operating agency provides migrant children the opportunity to meet state academic content and achievement standards. *(20 USC 6396(a)(1)(C))* 7.1. The operating agency provides services required by state and federal law or regulations. *(EC 54444.4(b)(1))* 7.2. The operating agency provides general fund services to migrant program schools that are comparable to all other schools. *(20 USC 6321(c))* 7.3 The operating agency provides educational continuity for migrant students through the timely transfer of educational and health records. *(20 USC 6391; 34 CFR 200.41(c))*	**Document** ❑ Service Agreement ❑ Sampled student assessment records ❑ Sampled student schedules ❑ Sampled student cumulative records ❑ Other: _____ **Observation** ❑ Student Record Transfer System ❑ Other: _____ **Interview** ❑ Core program staff ❑ Migrant program staff ❑ Receiving school personnel ❑ Regional, district and school administrators ❑ Other: _____				

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VII	**Teaching and Learning** Participants receive core and categorical program services that meet their assessed needs.				
Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VII-M.8. The operating agency provides migrant students the full range of services available from appropriate local, state and federal education programs. *(20 USC 6394(b)(1)(A))* 8.1. The operating agency provides a comprehensive, supplementary program designed to meet the educational, health, and related needs of participating students, as described in the service agreement. *(EC 54443.1(c))* 8.2. The operating agency gives priority for service to migrant children failing to meet state academic standards, whose education was interrupted during the regular school year. *(20 USC 6394(d))* 8.3. The operating agency coordinates migrant education services with other state and federal programs. *(20 USC 6396(a)(1)(G))* 8.4. The school provides a brief learning plan, listing services to be provided, to parents annually or upon enrollment. *(EC 54443.1(d))*	**Document** ❑ Agency application ❑ Service agreement ❑ LEA Plan ❑ Single Plan for Student Achievement ❑ Migrant student enrollment records ❑ Class or course placement record ❑ Selected student learning plans ❑ Other: _____ **Observation** ❑ Core and supplementary services provided to migrant students ❑ Other: _____ **Interview** ❑ Regional administrators ❑ District administrators ❑ School administrators ❑ Core program teachers ❑ Parents ❑ Students ❑ Other: _____				

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Draft Instrument 05/05/2005

Physical Education Program

Desired Outcomes

All pupils have access to a high-quality, comprehensive, and developmentally appropriate physical education instruction on a regular basis

Note: Because the methodology of the California Department of Education validation review team includes sampling, the validation review cannot produce an all-inclusive assessment of items in this instrument. The LEA is responsible for operating its categorical programs in compliance with all applicable laws and regulations.

Program Dimensions

Each categorical program is reviewed using the following interrelated seven dimensions.

I. **Involvement:** Parents, LEA and site staffs, students and community members participate in developing, implementing and evaluating core and categorical programs.

II. **Governance and Administration:** Policies, plans, and administration of categorical programs meet statutory requirements.

III. **Funding:** Allocation and use of funds meet statutory requirements for allowable expenditures.

IV. **Standards, Assessment, and Accountability:** Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.

V. **Staffing and Professional Development:** Staff members are recruited, trained, assigned and assisted to ensure the effectiveness of the program.

VI. **Opportunity and Equal Educational Access:** Participants have equitable access to all programs provided by the LEA as required by law.

VII. **Teaching and Learning:** Participants receive core and categorical program services that meet their assessed needs.

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Physical Education Program

VII	**Teaching and Learning** Participants receive core and categorical program services that meet their assessed needs.

Compliance Item	*Evidence Reviewed (Check all evidence reviewed)*	*Findings and Comments*	*C*	*NC*	*N/A*
VII-PE.1. Elementary students (Grades 1-6) receive physical education instruction for a minimum of 200 minutes each 10 school days. (EC 51210)	**Document Review** ❑ ❑ **Observation** ❑ ❑ **Interview** ❑ ❑				

Compliance Item	*Evidence Reviewed (Check all evidence reviewed)*	*Findings and Comments*	*C*	*NC*	*N/A*
VII-PE.2. Middle school and high school students (Grades 7-12) receive physical education instruction for 400 minutes each 10 school days. Students in grades 7 and 8 who attend an elementary school receive physical education instruction at least 200 minutes every 10 school days. (EC 51222, 51223)	**Document Review** ❑ ❑ **Observation** ❑ ❑ **Interview** ❑ ❑				

Compliance Item	*Evidence Reviewed (Check all evidence reviewed)*	*Findings and Comments*	*C*	*NC*	*N/A*

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VII-PE.3 School districts that maintain a high school and elect to exempt pupils from required attendance in physical education for two years any time during grades 10 to 12 inclusive, shall offer those exempted students a variety of elective physical education courses, each with a minimum of 400 instructional minutes every 10 school days. (EC 51222(b))	**Document Review** ❑ ❑ **Observation** ❑ ❑ **Interview** ❑ ❑	

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2005-'06 Coordinated Compliance Review Instrument

Draft 05/05/2005

Program Improvement (PI)

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Desired Outcomes

That each school makes adequate yearly progress toward State academic achievement standards. (20 USC 6316(a)(1)(A))

Note: Because the methodology of the California Department of Education validation review team includes sampling, the validation review cannot produce an all-inclusive assessment of items in this instrument. The LEA is responsible for operating its categorical programs in compliance with all applicable laws and regulations.

Integrated Program Item (IPI)

The IPI reflects the impact of program integration to provide all students access to and success with the district's core curriculum and categorical program desired outcomes.

Program Dimensions

Each categorical program is reviewed using the following interrelated seven dimensions.

I. **Involvement:** Parents, LEA and site staffs, students, and community members participate in developing, implementing, and evaluating core and categorical programs.

II. **Governance and Administration:** Policies, plans, and administration of categorical programs meet statutory requirements.

III. **Funding:** Allocation and use of funds meet statutory requirements for allowable expenditures.

IV. **Standards, Assessment, and Accountability:** Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.

V. **Staffing and Professional Development:** Staff members are recruited, trained, assigned, and assisted to ensure the effectiveness of the program.

VI. **Opportunity and Equal Educational Access:** Participants have equitable access to all programs provided by the LEA as required by law.

VII. **Teaching and Learning:** Participants receive core and categorical program services that meet their assessed needs.

Program Improvement (PI)

II Governance and Administration

Policies, plans, and administration of categorical programs meet statutory requirements and achieve the intended outcomes of the categorical program.

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
II-PI.1. For schools in program improvement (PI), the LEA provides each parent of students enrolled an explanation of: **(a) what the PI identification means;** **(b) the reasons for PI identification;** **(c) what the school is doing to address the problem;** **(d) what assistance the school is receiving;** **(e) how parents can become involved;** **(f) parent option to transfer their child to another non-PI school; and** **(g) parent option to obtain supplemental educational services, if applicable.** **(20 USC 6316(b)(6))**	**Document** ❑ Communiqués ❑ Other: _____ **Interview** ❑ Parents ❑ Staff ❑ Others: _____				

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
II-PI.2. Each school identified as Year One of PI has, within three months of identification, revised its Single Plan for Student Achievement to include: **(a) strategies to strengthen core academic subjects and address the specific academic issues that caused the school to be identified;** **(b) policies and practices that have the greatest likelihood of ensuring that all groups of students meet the State's proficient levels of achievement by 2014;** **(c) assurance that the school will spend not less than 10 percent of the school's Title I, Part A allocation to provide teachers and the principal high-quality professional**	**Document** ❑ Single Plan for Student Achievement ❑ Other: _____ **Interview** ❑ School Site Council members ❑ Administrators ❑ Staff ❑ Others: _____				

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development. **(d) how the 10 percent professional development funds will be used to remove the school from PI;** **(e) specific annual, measurable objectives for continuous and substantial progress by each group of students, to meet the State's proficiency levels by 2014;** **(f) how the school will provide written notice about the identification to parents of each student;** **(g) specific responsibilities of the school, the LEA, and the State educational agency serving the school under the plan, including the technical assistance to be provided by the LEA ;** **(h) strategies to promote effective parental involvement;** **(i) activities before school, after school, during the summer, and any extension of the school year, as appropriate, and** **(j) a teacher mentoring program.** **(20 USC 6316 (b)(3),(4))** 2.1. The LEA provides technical assistance as the school develops and implements the Single Plan. (20 USC 6316 (b)(4)(A)) 2.2. The revisions to the Single Plan are for a two-year period. (20 USC 6316(b)(3)(A)) 2.2. For PI schools, the local governing board reviews and approves the modified Single Plan for Student Achievement. (20 USC 6316(b)(3)(A))					
Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
II-PI.3. The school is implementing its revised Single Plan for Student Achievement described in II-PI.2. (20 USC 6316(b)(3)(C))	**Document** ❑ Single Plan for Student Achievement ❑ Other: _____ **Observation** ❑ Instructional settings ❑ Other: _____ **Interview**				

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	❑ School Site Council members ❑ Administrators ❑ Staff ❑ Others: _____				
Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VI-PI.4. Before the first day of school, the LEA provided students in program improvement schools the option to transfer to a school that is non-PI and not designated as persistently dangerous. (20 USC 6316(b)(1)(E)(i); 34 CFR 200.44(a)(3)(i)) 4.1. The LEA gives transfer priority to the lowest achieving students from low-income families. (29 US 6316(b)(1)(E)(ii) 4.2. The school accepting students who use the transfer option enrolls them in classes in the same manner as other students. (20 USC 6316(b)(1)(F)) 4.3. A student who transfers to a non-PI school remains in that school and is provided transportation until completing the highest grade in that school, or until the school of residence exits PI. (20 USC 6316(b)(13))	**Document** ❑ Student records ❑ Communiqués ❑ Other: _____ **Observation** ❑ School settings ❑ Other: _____ **Interview** ❑ Parents ❑ Administrators ❑ Staff ❑ Students ❑ Others: _____				
Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
II-PI.5. Beginning with schools in Year Two of PI, the LEA arranges for supplemental educational services for eligible children, from a State-approved provider selected by the parents. (20 USC 6316(e)(1)) 5.1. Students from low-income families are eligible to receive supplemental educational services, using the same low-income criteria used for Title I, Part A allocations to schools. (20 USC 6316(b)(12)(A)) 5.2. The LEA provides an annual notice of: • the availability of supplemental educational services, • the identity of approved providers within the LEA or those	**Document** ❑ Annual notice ❑ Communiqués ❑ Other: _____ **Interview** ❑ Parents ❑ Staff ❑ Supplemental service providers ❑ Others: _____				

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reasonably available in neighboring LEAs, and • a description of services, qualifications and demonstrated effectiveness of providers. (20 USC 6316(e)(2)(A)) 5.3. The LEA has provided parents, when requested, assistance in choosing a provider from the approved list. (20 USC 6316(e)(2)(B)) 5.4. The LEA has applied fair and equitable procedures for serving students if the number of spaces with approved providers is limited. (20 USC 6316(e)(2)(C)) 5.5. The LEA has not disclosed to the public the identity of students served without written permission from parents. (20 USC 6316(e)(2)(D))					
Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
II-PI.6. The LEA has an agreement with supplemental educational service providers that: **(a) requires the LEA to develop, in consultation with parents (and the provider chosen by the parents), a statement of specific achievement goals for the student, how the student's progress will be measured, and a timetable for improving achievement that, in the case of a student with disabilities, is consistent with the student's individualized education program. (20 USC 6316(e)(3)(A))** **(b) describes how the student, parents and teacher(s) will be regularly informed of the student's progress. (20 USC 6316(e)(3)(B))** **(c) provides for the termination of the agreement if the provider is unable to meet the goals and timetables. (20 USC 6316(e)(3)(C))** **(d) contains provision regarding making payment to the provider by the LEA. (20 USC 6316(e)(3)(D))** **(e) prohibits the provider from disclosing to the public the identity of any student receiving services without written permission from parents. (20 USC 6316(e)(3)(E))**	**Document** ❑ Supplemental educational services agreements ❑ Communiqués ❑ Other: _____				

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Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
II-PI.7. Beginning with schools in Year Three of PI, the LEA takes at least one of the following corrective actions: **(a) Replace the school staff relevant to the failure to make adequate yearly progress.** **(b) Institute and fully implement a new curriculum, including appropriate professional development, based on scientific research and offering substantial promise of improving educational achievement for low-achieving students and enabling the school to make adequate yearly progress.** **(c) Decrease management authority at the school level.** **(d) Appoint an outside expert to advise the school on its progress toward making adequate yearly progress.** **(e) Extend the school year or school day.** **(f) Restructure the internal organization of the school.** **(20 USC 6316(b)(7)(C)(iv))**	**Document** ❑ Single Plan for Student Achievement ❑ Communiqués ❑ Other: _____ **Interview** ❑ Administrators ❑ Staff ❑ School Site Council members ❑ Others: _____				

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
II-PI.8. Beginning with schools in Year Four of PI, the School Site Council amends the school plan to include, and the LEA makes necessary arrangements to carry out, one of the following alternative governance arrangements, consistent with State law, in Year Five: **(a) Reopen the school as a charter;** **(b) Replace all or most staff;** **(c) Contract with outside entity to manage school;** **(d) Turn the operation of the school over to the state; or** **(e) Other major restructuring of the school's governance arrangement.** **(NCLB Act, Section 1116 (b)(8)(A),(B))** 8.1. The LEA provides prompt notice to teachers and parents of Year Four PI status. (20 USC 6316(b)(8)(C)(i))	**Document** ❑ Single Plan for Student Achievement ❑ Record of Board approval ❑ Communiqués ❑ Other: _____ **Interview** ❑ School Site Council members ❑ Administrators ❑ Staff ❑ Parents ❑ Others: _____				

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8.2. The LEA provides teachers and parents the opportunity to comment on the alternative governance plan before taking action. (20 USC 6316(b)(8)(C)(ii))					
Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
II-PI.9. Schools in Year Five of PI implement approved alternative governance consistent with the revised Single Plan for Student Achievement. (20 USC 6316(b)(8)(B)	**Document** ❑ Single Plan for Student Achievement ❑ Communiqués ❑ Other: _____ **Observation** ❑ School settings ❑ Other: _____ **Interview** ❑ School Site Council members ❑ Parents ❑ Administrators ❑ Staff ❑ Others: _____				

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III	**Funding** Allocation and use of funds meet statutory requirements for allowable expenditures.

Compliance item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
III-PI.10. For schools in Year One of PI, the LEA spends an amount equal to 20 percent of its Title I, Part A allocation on transportation costs, unless a lesser amount is needed. (20 USC 6316(b)(9))	**Document** ❑ Fiscal records ❑ Other: _____ **Interview** ❑ Administrators ❑ Others: _____				

Compliance item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
III-PI.11. Beginning with schools in Year Two of PI, the LEA spends an amount equal to 20 percent of its Title I, Part A allocation on supplemental educational services and transportation, unless a lesser amount is needed. (20 USC 6316(b)(10)(A),(B)) 11.1. If the demand exists, the 20 percent is used as follows: • Five percent for transportation costs, • Five percent for supplemental educational services, and • The remaining ten percent for transportation, supplemental educational services or both. (20 USC 6316(b)(10)(A)) 11.2. If the 20 percent is insufficient to serve all eligible children whose parents request services, the LEA provides transportation and/or supplemental educational services to the lowest achieving children from low income families. (20 USC 6316(b)(10)(C)) 11.3. The LEA has not, as a result of reserving 20 percent for transportation and supplemental educational services, reduced by more than 15% the Title I, Part A school allocation for schools in PI Years Three or Four. (20 USC 6316(b)(10)(D))	**Document** ❑ Fiscal records ❑ Other: _____ **Interview** ❑ Administrators ❑ Others: _____				

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IV Standards, Assessment, and Accountability

Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
IV-PI.12. The LEA identifies for PI any Title I, Part A funded elementary or secondary school that fails to make adequate yearly progress for two consecutive years. (20 USC 6316(b)(1)(A))	**Document** ❑ Communiqués ❑ Other: _____				

VI Opportunity and Equal Educational Access

Participants have equitable access to all programs provided by the LEA as required by law.

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VI-PI.13. Eligible students with disabilities receive appropriate supplemental educational services and accommodations in the provision of those services. (34 CFR 200.46(a)(4))	**Document** ❑ Student records ❑ Communiqués ❑ Other: _____ **Observation** ❑ Instructional settings ❑ Other: _____ **Interview** ❑ Parents ❑ Administrators ❑ Staff ❑ Students ❑ Others: _____				

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Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VI-PI.14. Students with limited English proficiency receive appropriate supplemental educational services and language assistance in the provision of those services. (34 CFR 200.46(a)(5))	**Document** ❑ Student records ❑ Communiqués ❑ Other: _____ **Observation** ❑ Instructional settings ❑ Other: _____ **Interview** ❑ Parents ❑ Administrators ❑ Staff ❑ Students ❑ Others: _____				

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2005-'06 Coordinated Compliance Review Instrument

Draft 05/05/2005

Title IV, Safe and Drug-Free Schools and Communities (SDFSC) and Tobacco-Use Prevention Education (TUPE)

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Desired Outcomes

1. To create safe, disciplined, and drug-free learning environments that will help all children meet challenging academic standards.
2. To adopt and implement comprehensive programs to prevent drug, alcohol, and tobacco use and violence.

Note: Because the methodology of the California Department of Education validation review team includes sampling, the validation review cannot produce an all-inclusive assessment of items in this instrument. The LEA is responsible for operating its categorical programs in compliance with all applicable laws and regulations.

Program Dimensions

Each categorical program is reviewed using the following interrelated seven dimensions.

I. **Involvement:** Parents, LEA and site staffs, students and community members participate in developing, implementing and evaluating core and categorical programs.

II. **Governance and Administration:** Policies, plans, and administration of categorical programs meet statutory requirements.

III. **Funding:** Allocation and use of funds meet statutory requirements for allowable expenditures.

IV. **Standards, Assessment, and Accountability:** Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.

V. **Staffing and Professional Development:** Staff members are recruited, trained, assigned and assisted to ensure the effectiveness of the program.

VI. **Opportunity and Equal Educational Access:** Participants have equitable access to all programs provided by the LEA as required by law.

VII. **Teaching and Learning:** Participants receive core and categorical program services that meet their assessed needs.

Safe and Drug-Free Schools and Communities (SDFSC) and Tobacco-Use Prevention Education (TUPE)

I Involvement

Parents, LEA and site staff members, students, and community members participate in developing, implementing and evaluating core and categorical programs.

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
I-S&DATE.1. The LEA consults with appropriate entities and persons on issues regarding the design, development, and administration of the program or activity. (20 USC 7114(c)(1)(A)) 1.1 Consultation is conducted at the initial stages of design and development of the program or activity. (20 USC 7114(c)(2)) 1.2 Consultation includes efforts to meet the principles of effectiveness for SDFSC and TUPE programs. (20 USC 7114(c)(2); 7115 (a); HSC 104425(c))	**Document** ❑ Planning documents. ❑ Communiqués to appropriate entities ❑ Advisory Committee meeting rosters ❑ Advisory Committee meeting agendas and/or minutes, ❑ Other:_____ **Interview** ❑ School site staff ❑ District staff, ❑ Local advisory committee members ❑ Parents ❑ Community members. ❑ Others:_____				

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
I-S&DATE.2. The LEA developed its application through consultation with representative groups (i.e., state and local government groups, representatives of schools to be served including private schools, teachers, staff, parents, students, and others). (20 USC 7114 (c)(1)(A))	**Document** ❑ Planning documents. ❑ Communiqués to representative groups ❑ Rosters of representative groups ❑ Agendas and/or minutes from meetings at which consultation occurred. ❑ Other:_____ **Interview** ❑ School site staff ❑ District staff,				

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	❑ Local advisory committee members ❑ Parents ❑ Community members. ❑ Others:_____	

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II Governance and Administration

Policies, plans, and administration of categorical programs meet statutory requirements and achieve the intended outcomes of the categorical program.

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
II-S&DATE.3. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug free. This plan shall include: **(a) appropriate and effective school discipline policies** **(b) security procedures at school and to and from school** **(c) prevention activities designed to create and maintain safe, disciplined, and drug-free environments** **(d) a crisis management plan for responding to violent or traumatic incidences on school grounds** **(e) a code of conduct policy for all students** **(20 USC 7114(d)(7)(A-E))**	**Document** ❑ Safe school plan ❑ District policy ❑ Local administrative regulations ❑ Enforcement procedures ❑ "Beginning of the year" packet ❑ Communiqués to students, staff, parents, and the community ❑ Student, parent, or staff handbooks ❑ Other:_____ **Interview** ❑ Title IV SDFSC staff. ❑ School and district administrators ❑ School and district staff ❑ Students ❑ Parents ❑ Community members. ❑ Others: _____				

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
II-S&DATE.4. The LEA shall adopt and enforce a tobacco-free campus policy and take the following actions: **(a) prohibit the use of tobacco products anywhere and anytime on district property or in district vehicles** **(b) communicate information about the policy and enforcement procedures to school personnel,**	**Document** ❑ District policy regarding tobacco use ❑ Communiqués ❑ Student, parent or staff handbooks ❑ Information available to students and staff about smoking-cessation programs				

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parents, students, and the community **(c) display permanent signs prohibiting tobacco use at all entrances to school property** **(d) make available to students and staff information about smoking cessation support programs.** **(HSC 104420(p)(2))**	❑ Other: _____ **Observation** ❑ Permanent signs prohibiting tobacco use ❑ **Interview** ❑ TUPE staff ❑ Title IV SDFSC staff. ❑ School and district administrators ❑ District staff ❑ Students ❑ Parents ❑ Community members ❑ Others: _____.	

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
II-S&DATE.5. The LEA has adopted a policy in compliance with state and federal laws that requires the expulsion for not less than one year of any student who is determined to have brought a firearm to school or to have possessed a firearm at school.. (20 USC 7151(b)(1); EC 48915(c)(1)) 5.1. If the governing board set an earlier date for readmission, it was on a case-by-case basis. (EC 48916(a)) 5.2. Governing board policy requires referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to school. (20 USC 7151(h)(1))	**Document** ❑ Safe school plan ❑ District policy regarding firearms/weapons ❑ Gun-Free Schools Act Policy ❑ Local administrative regulations ❑ Referral and enforcement procedures ❑ All expulsion reports from school site ❑ "Beginning of the year" packet ❑ Communiqués to students, staff, parents, and the community. ❑ Student, parent, and/or staff handbooks. ❑ Others:_____				

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Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
II-S&DATE.6. The LEA submitted complete and accurate reports required by CDE. (20 USC 7112(c)(3)(B); 7116(b)(1),(2))	**Document** ❑ California Healthy Kids Survey (CHKS) ❑ Uniform Management Information and Reporting System (UMIRS) ConApp page ❑ Healthy Kids Annual Report ❑ Other: _____				

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
II-S&DATE.7. The LEA adheres to State policy that allows a student attending a persistently dangerous school, or who becomes a victim of a violent criminal offense while in or on the grounds of a school that the student attends, to attend a safe public elementary or secondary school within the LEA. (20 USC 7912 (a))	**Document** ❑ Safe school plan ❑ District policy ❑ Records of all transfer requests under USCO and the outcome ❑ Records of notices to parents of student victims ❑ Other: _____				

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III Funding

Allocation and use of funds meet statutory requirements for allowable expenditures.

Compliance item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
III- S&DATE.8. Staff, contracts, materials, supplies, and equipment funded by Title IV or TUPE funds supplement but do not supplant existing levels of service and do not supplant state, local, or other nonfederal funds. (*34 CFR 403.32(a)(17);* Revenue and Tax Code, 30125)	**Document** ❑ Expenditure reports ❑ Line item budgets ❑ Consolidated Application ❑ Timesheets, including time-accounting ❑ Position duty statements ❑ Contracts ❑ Safe and Healthy Kids Annual Report ❑ Other:_____ **Interview** ❑ District staff ❑ Others:_____				

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
III-S&DATE.9. The LEA has used no more than 40% of program funds for: **(a) acquiring and installing metal detectors, electronic locks, surveillance cameras, or other related equipment and technologies;** **(b) reporting criminal offenses committed on school property;** **(c) developing and implementing comprehensive security plans;** **(d) supporting safe zones of passage;** **(e) the hiring and mandatory training, based on scientific research, of school security personnel.** **(20 USC 7115 (c)(1), (b)(2)(E)(ii-vi))** 9.1. The LEA has used no more than 20 percent of program funds for activities (1)-(4) above. (20 USC 7115 (c)(1), (b)(2)(E)(ii-v))	**Document** ❑ Expenditure reports ❑ Line item budgets ❑ Consolidated Application ❑ Timesheets, including time-accounting methods ❑ Position duty statements ❑ Contracts ❑ Safe and Healthy Kids Annual Report ❑ Other:_____ **Interview** ❑ District staff ❑ Other:_____				

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IV	**Standards, Assessment, and Accountability** Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
IV-S&DATE.10. The LEA program or activity meets the following principles of effectiveness: **(a) an ongoing assessment and analysis of objective data regarding the incidence, conditions, and consequences of violence and illegal tobacco, alcohol, and drug use, delinquency, and serious discipline problems among students; (20 USC 7115(a)(1)(A))** **(b) an established set of performance measures aimed at ensuring that the schools and communities have a safe, orderly, and drug-free learning environment; (20 USC 7115 (a)(1)(B))** **(c) evidence from scientifically based research that the program reduces violence and illegal drug use; (20 USC 7115 (a)(1)(C))** **(d) an analysis of the data reasonably available at the time, of the prevalence of:** • **risk factors, including high or increasing rates of reported cases of child abuse and domestic violence;** • **protective factors, buffers, and assets; or** • **other variables in schools and communities in the state identified through scientifically based research.** **(20 USC 7115 (a)(1)(D)).** **(e) undergo a periodic evaluation to assess its progress toward reducing violence and illegal drug use; (20 USC 7115 (a)(2)(A)).** **(f) evaluation results are used to refine, improve, and strengthen the program; and the results are made available to the public upon request, with public notice of availability provided. (20 USC 7115 (a)(2)(B)).**	**Document** ❑ California Healthy Kids Survey (CHKS) Core Module ❑ CHKS Resiliency and Youth Development Module ❑ CHKS School Climate Staff Survey ❑ UMIRS ❑ Analysis of CHKS Core Module data ❑ Analysis of CHKS Resiliency and Youth Development Module ❑ Documentation of how evaluation results were used to refine, improve, and strengthen the program ❑ Performance measures from the Safe and Healthy Kids Annual Report ❑ LEA Plan ❑ Notice of public availability of evaluation results ❑ Other: _____ **Interview** ❑ Program coordinator ❑ Members of the program planning committee. ❑ District staff ❑ Others:_____				

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Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
IV-S&DATE.11. Suspension, expulsion, and truancy rates are reported to the public on a school-by-school basis. (20 USC 7112(c)(3)(D))	**Document** ❑ Public reports of suspension, expulsion, and truancy rates from UMIRS ❑ Governing board agendas and minutes ❑ Communiqués ❑ Other: _____ **Interview** ❑ District staff ❑ Parents ❑ Community members ❑ Others:_____				

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VI	**Opportunity and Equal Educational Access** Participants have equitable access to all programs provided by the LEA as required by law.				
Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VI- S&DATE.12 The LEA makes tobacco-use prevention and/or cessation services available to every pregnant minor and minor parent at all grade levels. (HSC 104460) 12.1 Information provided by the LEA includes: • referral to perinatal and related support services, • outreach services and assessment of smoking status, • individualized tobacco-related counseling and advocacy services, • motivational tobacco-related prevention messages, • smoking-cessation services, • if appropriate, incentives to maintain a healthy tobacco-free lifestyle, • follow-up tobacco-use assessment, • maintenance and tobacco-use relapse-prevention services. (HSC 104460)	**Document** ❑ Written procedures for assessing and referring students for tobacco-use prevention and/or cessation services. ❑ Outreach documents ❑ Other _____ **Observation** ❑ Pregnant teen and parenting classes **Interview** ❑ TUPE coordinator ❑ District staff, i.e., school nurses ❑ Teachers ❑ Students ❑ Service providers ❑ Others:_____				

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VII Teaching and Learning

Participants receive core and categorical program services that meet their assessed needs.

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VII-S&DATE.13. The program developed by the LEA shall be based on scientifically based research that provides evidence that the program reduces violence and illegal drug use. (20 USC 7115 (a)(1)(C)) 13.1 Title IV SDFSC funds create a well-disciplined environment conducive to learning that includes consultation with teachers, principals, other school personnel, and parents to: • identify early warning signs of violence, tobacco, alcohol, or other drug use and • provide behavioral interventions as part of classroom management efforts. (20 USC 7115(b)(1)(C)(ii))	**Document** ❑ Materials purchased ❑ Curriculum guides ❑ Lesson Plans ❑ List of classrooms providing instruction ❑ Record of staff development offerings ❑ Guidance and counseling programs available, including student assistance programs ❑ During- and after-school prevention and intervention programs implementation schedules ❑ Other:_____ **Observation** ❑ Classroom ❑ Prevention strategies and activities outside the classroom.	.			

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VII-S&DATE.14. The LEA, or consortium of such agencies, uses Title IV SDFSC funds to develop, implement, and evaluate comprehensive programs and activities, which **(a) are coordinated with other school and community-based services and programs;** **(b) foster a safe, tobacco-, alcohol-, and drug-free learning environment supportive of academic achievement; and** **(c) are consistent with the Principles of Effectiveness.** **(20 USC 7115(a),(b))**	**Document** ❑ LEA prevention program plans ❑ District policy ❑ Memoranda of understanding ❑ Materials and programs purchased ❑ Record of staff development offerings ❑ Calendar of events ❑ Other: _____				

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	Interview ❑ District staff ❑ Site administrators ❑ Teachers ❑ Counselors ❑ Students ❑ Parents ❑ Others: _____				
Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VII-S&DATE.15. An LEA that received TUPE funds for grades four through eight, or competitive grants for grades nine through twelve, six –eight promising programs, innovative tobacco programs, or School Academic Research Awards selected one or more science-based programs. (HSC 104420(b)(1)) 15.1 The LEA follows CDE guidelines in the preparation of plans for the implementation of anti-tobacco use programs for school-age populations. (HSC 104420(b)) 15.2 The LEA provides tobacco use prevention for pupils in grades 4-8, inclusive, that address the following essential topics: • Immediate and long-term undesirable physiologic, cosmetic, and social consequences of tobacco use. • Reasons that adolescents say they smoke or use tobacco. • Peer norms and social influences that promote tobacco use. • Refusal skills for resisting social influences that promote tobacco use. (HSC 104420(m)(1)(A-D))	**Document** ❑ Science based tobacco-use prevention curriculum ❑ School policy on tobacco use ❑ Lesson plans ❑ Student work ❑ Other:_____ **Observe** ❑ Classroom ❑ Bulletin boards, posters **Interview** ❑ Teachers ❑ District TUPE coordinator ❑ Site TUPE coordinator ❑ Others:_____				
Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VII-S&DATE.16. An LEA operating an innovative or promising prevention program has obtained a waiver of the requirement to operate science based programs. (20 USC 4115 (a)(3))	**Document** ❑ Record of submission and approval of waiver to the State Board of Education ❑ Other:_____				

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2005-'06 Coordinated Compliance Review Instrument

DRAFT INSTRUMENT 05/06/2005

Compensatory Education (CE)

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Desired Outcomes

1. All students reach proficiency on challenging State academic achievement standards and state academic assessments. (20 USC 6301(1))

2. To close the achievement gap between
   - high- and low-performing students, especially between minority and non-minority students; and
   - disadvantaged students and their more advantaged peers

(20 USC 6301(3)

3. To attract highly qualified teachers for:
   - high-needs Schoolwide Programs, and
   - eligible students in Targeted Assistance Programs.

(20 USC 6314(b)(1)(E), 6315(c)(1)(E))

Note: Because the methodology of the California Department of Education validation review team includes sampling, the validation review cannot produce an all-inclusive assessment of items in this instrument. The LEA is responsible for operating its categorical programs in compliance with all applicable laws and regulations.

Program Dimensions

Each categorical program is reviewed using the following interrelated seven dimensions.

I. **Involvement:** Parents, LEA and site staffs, students and community members participate in developing, implementing and evaluating core and categorical programs.

II. **Governance and Administration:** Policies, plans, and administration of categorical programs meet statutory requirements.

III. **Funding:** Allocation and use of funds meet statutory requirements for allowable expenditures.

IV. **Standards, Assessment, and Accountability:** Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.

V. **Staffing and Professional Development:** Staff members are recruited, trained, assigned and assisted to ensure the effectiveness of the program.

VI. **Opportunity and Equal Educational Access:** Participants have equitable access to all programs provided by the LEA as required by law.

VII. **Teaching and Learning:** Participants receive core and categorical program services that meet their assessed needs.

Compensatory Education (CE)

I	**Involvement** Parents, LEA and site staff members, students, and community members participate in developing, implementing and evaluating core and categorical programs.

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
I-CE.1. The local governing board has adopted a written parent involvement policy describing how the LEA: **(a) involves parents in the joint development of the LEA Plan and the process of school review and improvement. (20 USC 6318 (a)(2)(A))** **(b) supports effective parent involvement at schools to improve student achievement and school performance. (20 USC 6318 (a)(2)(B))** **(c) builds school and parent capacity for strong parent involvement. (20 USC 6318 (a)(2)(C))** **(d) coordinates and integrates Title I, Part A parent involvement strategies with parent involvement of other programs. (20 USC 6318 (a)(2)(D))** **(e) conducts, with the involvement of parents, an annual evaluation of the effectiveness of, and barriers to, parent involvement. (20 USC 6318 (a)(2)(E)** **(f) involves parents in activities of schools served by Title I. (20 USC 6318 (a)(2)(F)**	**Document** ❑ District Policies ❑ Other:_____ **Interview** ❑ Staff ❑ Parents ❑ Others: _____				

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Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
I-CE.2. The local governing board has adopted school parental involvement policies developed with and distributed to parents of participating students that describes: **(a) policy involvement of parents,** **(b) school-parent compacts,** **(c) building capacity for involvement of parents, and** **(d) means for accessibility of parents with limited English proficiency and disabilities, and parents of migratory students.** **(20 USC 6318(b)(1), (2), (3))**	**Document** ❑ LEA Plan ❑ District Policies ❑ Other:_____ **Interview** ❑ Staff ❑ Parents ❑ Others: _____				

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
I-CE.3. At each Title I, Part A school, the LEA: **(a) convenes an annual meeting to inform parents of participating students of the requirements of Title I and their rights to be involved. (20 USC 6318(c)(1))** **(b) involves parents of participating students in the planning, review and improvement of its Title I programs and parent involvement policy. (20 USC 6318(c)(3))** **(c) provides parents of participating students timely information about Title I programs. (20 USC 6318(c)(4)(A))** **(d) provides parents of participating students an explanation of the curriculum, academic assessment and proficiency levels students are expected to meet. (20 USC 6318 (c)(4)(B))** **(e) provides parents of participating students opportunities for regular meetings to participate in decisions relating to the education of their children, upon request. (20 USC 6318 (c)(4)(C))**	**Document** ❑ District Policies ❑ Schedules, notices and agendas ❑ Meeting minutes ❑ Communiqués ❑ Other:_____ **Observation** ❑ Meetings ❑ Other:_____ **Interview** ❑ Staff ❑ Parents ❑ Others: _____				

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Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
I-CE.4. A school-parent compact has been developed with parents of participating students and describes how: **(a) parents, staff and students share responsibility for student academic achievement (20 USC 6318 (d));** **(b) the school provides high-quality instruction (20 USC 6318 (d)(1));** **(c) parents support their children's learning (20 USC 6318 (d)(1)); and** **(d) ongoing communication occurs through annual conferences, reports on student progress, access to staff, and opportunities to volunteer, participate and observe the educational program. (20 USC 6318 (d)(2))**	**Document** ❑ School-Parent Compact ❑ Communiqués ❑ Other:_____ **Observation** ❑ Parent involvement ❑ Other:_____ **Interview** ❑ Staff ❑ Parents ❑ Students ❑ Others: _____				

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*

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I-CE.5. To build capacity for parental involvement that improves student academic achievement, the LEA and each school: **(a) assists parents in understanding academic content and achievement standards and assessments, and how to monitor and improve the achievement of their children. (20 USC 6318(e)(1))** **(b) provides materials and training to help parents work with their children to improve their children's achievement. (20 USC 6318(e)(2))** **(c) educates staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners. (20 USC 6318(e)(3))** **(d) coordinates and integrates parent involvement with other programs, and conducts activities that encourage and support parents in more fully participating in the education of their children. (20 USC 6318(e)(4))** **(e) distributes information related to school and parent programs, meetings, and other activities to the parents of participating students in a format and, to the extent practicable, in a language the parents understand. (20 USC 6318(e)(5))** **(f) provides reasonable support for parent involvement activities requested by parents. (20 USC 6318(e)(14))**	**Document** ❑ Schedules, notices and agendas ❑ Meeting minutes ❑ Training materials ❑ Communiqués ❑ Other:_____ **Observation** ❑ Meetings and workshops ❑ Other:_____ **Interview** ❑ Staff ❑ Parents ❑ Others: _____	

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II Governance and Administration

Policies, plans, and administration of categorical programs meet statutory requirements and achieve the intended outcomes of the categorical program.

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
II-CE.6. The LEA publicizes and disseminates to staff, parents and the community results of the annual academic assessment of each school. (20 USC 6316(a)(1)(C))	**Document** ❑ District/School Accountability Report Card (D/SARC) ❑ Publicized results ❑ Communiqués ❑ Other:_____ **Observation** ❑ Meetings ❑ Other:_____ **Interview** ❑ Staff ❑ Parents ❑ Others: _____				

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
II-CE.7. If Title I, Part A funds ELD programs, the LEA informs parents: **(a) of the student's identification as LEP and the need to participate in ELD; (20 USC 6312(g)(1)(A)(i))** **(b) of the student's level of English proficiency, means of assessment and status of academic achievement; (20 USC 6312(g)(1)(A)(ii))** **(c) of the methods of instruction used in all available programs; (20 USC 6312(g)(1)(A)(iii))** **(d) how the program will meet the needs of their student; (20 USC 6312(g)(1)(A)(iv))** **(e) how the program will help their student learn English**	**Document** ❑ Communiqués ❑ Other:_____ **Observation** ❑ Meetings ❑ Other:_____ **Interview** ❑ Staff ❑ Parents				

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and meet standards for promotion and graduation; (20 USC 6312 (g)(1)(A)(v)) **(f) of specific exit requirements of the program; (20 USC 6312 (g)(1)(A)(vi))** **(g) of the LEA's failure to make progress on annual measurable achievement objectives, in a language parents understand; (20 USC 6312(g)(1)(B), (2))** **(h) within the first two weeks of a student's placement in an ELD program, if the student is enrolled after the beginning of the school year; and (20 USC 6312(g)(3))** **(i) how to be involved in the education of their children and assist them to obtain proficiency in English and core academic subjects. (20 USC 6312(g)(4))**	❑ Others: _____	

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
II-CE.8. The LEA administers and maintains control of funds, materials, equipment and property directly or by contract. (20 USC 6320(d)(1), (2))	**Document** Contracts Fiscal records Inventories Communiqués Other:_____ **Observation** ❑ Meetings ❑ Facilities ❑ Other:_____ **Interview** ❑ LEA staff ❑ Private school officials ❑ Others: _____				

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III	**Funding** Allocation and use of funds meet statutory requirements for allowable expenditures.

Compliance item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
III-CE.9. The LEA uses Title I, Part A funds in eligible school attendance areas. (20 USC 6313 (a)(1)) 9.1. The LEA provides funding for eligible private school students residing in an eligible public school attendance area, even if that school was skipped for Title I, Part A funds. (20 USC 6313 (b)(2)) 9.2. Title I Targeted Assistance funds help eligible students meet state academic achievement standards. (20 USC 6315(a), (b), (c)(1)(A))	**Document** Consolidated Application Fiscal records Single Plan for Student Achievement Other:_____ **Interview** Staff: _____ Others: _____				

Compliance Item	*Evidence Reviewed* ☑)	*Findings and Comments*	*C*	*NC*	*N/A*
III-CE.10. An LEA receiving Title I, Part A funds provides comparable services from funds reserved through the Consolidated Application for students who are: **(a) homeless and do not attend participating schools,** **(b) in local institutions for neglected children,** **(c) in local institutions for delinquent children, and** **(d) community day schools for neglected or delinquent children.** **(20 USC 6313(c)(3))**	**Document** ❑ Consolidated Application ❑ Fiscal records ❑ Single Plan for Student Achievement ❑ Other:_____ **Interview** ❑ Staff: _____ ❑ Others: _____				

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IV	**Standards, Assessment, and Accountability** Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
IV-CE.11. The LEA uses results from statewide testing and other available measures to: **(a) annually determine whether Title I, Part A funded schools are making adequate yearly progress, (20 USC 6316(a)(1)(A))** **(b) publicize and disseminate the results of the annual review, (20 USC 6316(a)(1)(C)** **(c) review the effectiveness of activities included in the LEA Plan and the Single Plan for Student Achievement, and (20 USC 6316(a)(1)(D))** **(d) provide individual student interpretive, descriptive and diagnostic reports that allow parents, teachers and students to understand and address the specific academic needs of students. (20 USC 6311(b)(3)(C)(xii), 6312(c)(1)(N))** **(e) assist schools in developing and implementing school plans and curricula to meet State academic achievement standards. (20 USC 6312(c)(1)(C), (O))**	**Document** ❑ LEA Plan ❑ Single Plan for Student Achievement ❑ Evaluation results ❑ Communiqués ❑ Other:_____ **Interview** ❑ Teachers ❑ Parents ❑ Students ❑ School Site Council ❑ Advisory committee ❑ Others: _____				

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Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
IV-CE.12. The LEA annual report card contains: **(a) The number and percentage of schools identified for school improvement designation** **(b) How long the schools have been identified as needing school improvement** **(c) A comparison of the performance of students in the LEA on statewide academic tests with that of students in the state as a whole** (NCLB Act, Section 1111(h)(2)) 12.1 The LEA disseminates the report card to all schools, parents, and the public. (20 USC 6311(h)(2))	**Document** ❑ LEA annual report card ❑ School Accountability Report Card ❑ Communiqués ❑ Other:_____ **Interview** ❑ Staff ❑ Parents ❑ Students ❑ School Site Council ❑ Advisory committee ❑ Others: _____				

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V	**Staffing and Professional Development** Staff members are recruited, trained, assigned and assisted to ensure the effectiveness of the program.

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
V-CE.13. The district devotes sufficient resources and offers substantial opportunities for professional development to improve instruction and enable all public and private school students to reach proficiency on state academic performance standards. (20 USC 6301(10), 6314(a)(4), (b)(1)(D), 6315(e)(3), 6320(a)(1))	**Document** ❑ Professional development records ❑ Other:_____ **Interview** ❑ Staff: _____ ❑ Others: _____				

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
V-CE.14. The LEA hires only highly qualified teachers to programs supported with Title I funds. (20 USC 6314(b)(1)(C), 6315(c)(1)(E), 6319(a)(1)) 14.1 Low income and minority students are taught at equal or higher rates than other students by qualified or experienced teachers. (20 USC 6312(c)(1)(L))	**Document** ❑ Teacher assignments ❑ Certification records ❑ Other:_____ **Interview** ❑ Staff: _____ ❑ Others: _____				

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Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
V-CE.15. The LEA assigns to programs supported by Title I funds only paraprofessionals that have: **(a) completed at least 2 years of study at an institute of higher education; or** **(b) obtained at least an associate's degree; or** **(c) met a rigorous standard of quality and can demonstrate knowledge of, and ability to assist in instructing:** • **reading, writing and mathematics; or** • **reading readiness, writing readiness, and mathematics readiness** **(20 USC 6319(c)(1))**	**Document** ❑ Paraprofessional assignments ❑ Certification records ❑ Other:_____ **Interview** ❑ Staff: _____ ❑ Others: _____				

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
V-CE.16. Paraprofessionals assigned to programs supported by Title I funds provide instructional services only under the direct supervision of a highly qualified teacher. (20 USC 6319(g)(3)(A))	**Document** ❑ Paraprofessional duty statements ❑ Paraprofessional assignments ❑ Other:_____ **Observation** ❑ Classroom ❑ Other: _____ **Interview** ❑ Staff: _____ ❑ Others: _____				

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Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
V-CE.17. At Targeted Assistance Schools, Title I staff assume duties assigned to non-Title I funded staff only if the assignment is similar and the amount of time spent on such duties is equivalent. (20 USC 6315(d)(2), 6319(g)(3)(B))	**Document** ❑ Paraprofessional duty statements ❑ Paraprofessional assignments ❑ Other:_____ **Observation** ❑ Classroom ❑ Other: _____ **Interview** ❑ Staff: _____ ❑ Others: _____				

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
V-CE.18. The LEA provides technical assistance and support to Title I schoolwide programs. (20 USC 6312(c)(1)(B)) 18.1 The LEA assists Title I schools to implement school plans. (20 USC 6212(c)(1)(C))	**Document** ❑ LEA Plan ❑ Single Plan for Student Achievement ❑ Other:_____ **Interview** ❑ Administrators ❑ Staff ❑ School Site Council members ❑ Others: _____				

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VI	**Opportunity and Equal Educational Access** Participants have equitable access to all programs provided by the LEA as required by law.				
Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VI-CE.19. The LEA provides equitable educational services and benefits to address the needs of eligible private school students, their teachers and families. (20 USC 6320(a)(1)) 19.1. Educational services are provided in a timely manner. (20 USC 6320(a)(3)) 19.2. The LEA expends equal per pupil amounts for educational services and other benefits for eligible private and public school students. (20 USC 6320(a)(4)) 19.3. The LEA applies an equitable low-income measure to calculate the number of students in private schools. (20 USC 6320(c)(1)) 19.4. Educational services provided by the LEA are secular, neutral and nonideological. (20 USC 6320(a)(2))	**Document** ❑ LEA plan ❑ Private school Title I program description ❑ Communiqués ❑ Other: _____ **Observation** ❑ Private school instructional settings ❑ Other: _____ **Interview** ❑ Private school officials ❑ Public school officials ❑ Teachers ❑ Parents ❑ Others:_____				

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VII Teaching and Learning

Participants receive core and categorical program services that meet their assessed needs.

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VII-CE.20. The schoolwide program uses a comprehensive needs assessment of the entire school based on information including adequate yearly progress for all students and subgroups. (20 USC 6311(b)(1)(C), (3), 6314(b)(1)(A))	**Document** ❑ LEA Plan ❑ Single Plan for Student Achievement ❑ Results of needs assessment ❑ Other:_____ **Interview** ❑ School Site Council ❑ Advisory committee ❑ Administrators ❑ Others: _____				

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VII-CE.21. The schoolwide program uses scientifically based instructional methods and strategies that: **(a) strengthen the core academic program in the school;** **(b) increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum; and** **(c) include strategies for meeting the educational needs of historically underserved populations.** **(20 USC 6314(b)(1)(B)(ii))**	**Document** ❑ LEA Plan ❑ Single Plan for Student Achievement ❑ List of supplemental materials ❑ Instructional schedule ❑ Evaluation results ❑ Other:_____ **Observation** ❑ Instructional settings ❑ Other: _____ **Interview** ❑ Administrators ❑ Teachers				

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	❑ Parents ❑ Students ❑ School Site Council ❑ Advisory committee ❑ Others: _____				
Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VIII-CE.22. The schoolwide program addresses the needs of all students in the school, but particularly the needs of low-achieving students and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, including: **(a) counseling, pupil services, and mentoring services;** **(b) college and career awareness and preparation; and** **(c) the integration of vocational and technical education programs. (20 USC 6314(b)(1)(b)(iii))**	**Document** ❑ LEA Plan ❑ Single Plan for Student Achievement ❑ List of supplemental materials ❑ Instructional schedule ❑ Evaluation results ❑ Other:_____ **Observation** ❑ Instructional settings ❑ Other: _____ **Interview** ❑ Administrators ❑ Teachers ❑ Counselors ❑ Parents ❑ Students ❑ School Site Council ❑ Advisory committee ❑ Others: _____				

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Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VII-CE.23. The Targeted Assistance program serves only students identified as failing or most at risk of failing state academic achievement standards. (20 USC 6315(b)(1)(B)) 23.1. The LEA has established eligibility criteria on the basis of multiple, educationally sound, objective criteria. (20 USC 6315(b)(1)(B))	**Document** ❑ Student records ❑ Assessment records ❑ Other:_____ **Interview** ❑ Administrators ❑ Teachers ❑ Counselors ❑ Students ❑ Others: _____				

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VII-CE.24. The Targeted Assistance program uses scientifically based instructional methods and strategies that: **(a) strengthen the core academic program of the school;** **(b) give primary consideration to providing extended learning time;** **(c) provide an accelerated, high-quality curriculum, including applied learning; and** **(d) minimize removing students from the regular classroom during regular school hours.** **(20 USC 6315(c)(1)(C))**	**Document** ❑ LEA Plan ❑ Single Plan for Student Achievement ❑ List of supplemental materials ❑ Instructional schedule ❑ Student schedule ❑ Evaluation results ❑ Other:_____ **Observation** ❑ Instructional settings ❑ Other: _____ **Interview** ❑ Administrators ❑ Teachers				

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	❑ Counselors ❑ Parents ❑ Students ❑ School Site Council ❑ Advisory committee ❑ Others: _____				
Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VII-CE.25. The Targeted Assistance program coordinates with and supports the regular education program, including services to assist preschool students in the transition from early childhood programs such as Head Start, Even Start, Early Reading First or State-run preschool programs to elementary school programs. (20 USC 6315(c)(1)(D))	**Document** ❑ LEA Plan ❑ Single Plan for Student Achievement ❑ Communiqués ❑ Other:_____ **Observation** ❑ Instructional settings ❑ Other: _____ **Interview** ❑ Administrators ❑ Teachers ❑ Counselors ❑ Parents ❑ Students ❑ School Site Council ❑ Advisory committee ❑ Others: _____				

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Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VII-CE.26. The Targeted Assistance program coordinates and integrates Federal, State, and local services and programs, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. (20 USC 6315(c)(1)(H))	**Document** ❑ LEA Plan ❑ Single Plan for Student Achievement ❑ Communiqués ❑ Other:_____ **Observation** ❑ Instructional settings ❑ Other: _____ **Interview** ❑ Administrators ❑ Teachers ❑ Counselors ❑ Parents ❑ Students ❑ School Site Council ❑ Advisory committee ❑ Others: _____				

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Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VII-CE.27. The Targeted Assistance program assists participating students meet the State's proficient and advanced levels of achievement by: **(a) coordinating targeted assistance and other resources; and** **(b) reviewing, on an ongoing basis, the progress of participating students and revising the targeted assistance program, if necessary, to provide additional assistance to enable such students to meet the State's challenging student academic achievement standards. (20 USC 6315(c)(2))**	**Document** ❑ LEA Plan ❑ Single Plan for Student Achievement ❑ Communiqués ❑ Student records ❑ Assessment results ❑ Other:_____ **Interview** ❑ Administrators ❑ Teachers ❑ Counselors ❑ Parents ❑ Students ❑ School Site Council ❑ Advisory committee ❑ Others: _____				

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2005-'06 Coordinated Compliance Review Instrument

Draft 05/05/2005

Neglected or Delinquent: Title I, Part D (N or D)

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Desired Outcomes

Neglected or delinquent children and youth

(1) meet State academic standards;

(2) transition from institutionalization to further schooling or employment; and

(3) continue their education.

(20 USC 6421)

Note: Because the methodology of the California Department of Education validation review team includes sampling, the validation review cannot produce an all-inclusive assessment of items in this instrument. The LEA is responsible for operating its categorical programs in compliance with all applicable laws and regulations.

Program Dimensions

Each categorical program is reviewed using the following interrelated seven dimensions.

I. **Involvement:** Parents, LEA and site staffs, students and community members participate in developing, implementing and evaluating core and categorical programs.

II. **Governance and Administration:** Policies, plans, and administration of categorical programs meet statutory requirements.

III. **Funding:** Allocation and use of funds meet statutory requirements for allowable expenditures.

IV. **Standards, Assessment, and Accountability:** Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.

V. **Staffing and Professional Development:** Staff members are recruited, trained, assigned and assisted to ensure the effectiveness of the program.

VI. **Opportunity and Equal Educational Access:** Participants have equitable access to all programs provided by the LEA as required by law.

VII. **Teaching and Learning:** Participants receive core and categorical program services that meet their assessed needs.

Neglected Or Delinquent Program: Title I Part D (N Or D)

I	**Involvement** Parents, LEA and site staff members, students, and community members participate in developing, implementing and evaluating core and categorical programs.

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
I-N or D.1 Where feasible, the juvenile correctional facility involves parents to improve educational achievement and prevent the delinquency of their children. NCLB 1425(8)	**Document** ❑ Parent involvement records ❑ Other: _____ **Interview** ❑ Staff ❑ Parents ❑ Students ❑ Others: _____				

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II	**Governance and Administration** Policies, plans, and administration of categorical programs meet statutory requirements and achieve the intended outcomes of the categorical program.

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
II-N or D.2 If appropriate, the juvenile correctional facility works with local businesses to develop training, mentoring and work-related programs for youth and children. NCLB 1425(11)	**Document** ❑ Records and correspondences ❑ Program descriptions ❑ Other: _____ **Interview** ❑ Staff ❑ Business representatives ❑ Students ❑ Others: _____				

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
II-N or D.3. The juvenile correctional facility notifies the local school if the child is in need of special education services. NCLB 1425(2)	**Document** ❑ Notifications ❑ Other:_____ **Interview** ❑ Correctional facility staff ❑ LEA staff ❑ Parents ❑ Others: _____				

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III	**Funding** Allocation and use of funds meet statutory requirements for allowable expenditures.

Compliance item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
III-N or D.4 The juvenile correctional facility coordinates Title I, Part D funds with: **(a) other state and federal funds to provide services to participating children and youth. NCLB 1425(9) '** **(b) activities funded under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs. NCLB 1425(10)**	**Document** ❑ Fiscal records ❑ Activity records ❑ Other: _____ **Interview** ❑ Staff ❑ Others: _____				

Compliance item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
III-N or D.4 The LEA uses Title I, Part D funds for: **(a) transition of students from correctional facilities to the school environment in order to complete their education (20 USC 6454(1));** **(b) dropout prevention programs (20 USC 6454(2));** **(c) coordination of health and social services (20 USC 6454(3));** **(d) programs to meet the academic needs of participants (20 USC 6454(4));** **(e) assistance in securing student loans or grants for postsecondary education (20 USC 6454(4)); and** **(f) mentoring and peer mediation (20 USC 6454(5)).**	**Document** ❑ Fiscal records ❑ Activity records ❑ Correspondences ❑ Other: _____ **Interview** ❑ Staff ❑ Parents ❑ Students ❑ Others: _____				

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IV	**Standards, Assessment, and Accountability** Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
IV-N or D.5 Educational programs of the juvenile correctional facility meet state academic achievement standards. NCLB 1425(6) 5.1 At least once every 3 years, the LEA evaluates the Neglected or Delinquent Program, disaggregating data by gender, race, ethnicity and age, to determine effectiveness on student: • educational achievement. NCLB 1431(a)(1) • completion of secondary school requirements. NCLB 1431(a)(4) • accrual of credits towards promotion and graduation. NCLB 1431(a)(2) • transition to a regular program or other education program NCLB 1431(a)(3); and • participation in postsecondary education and job training programs. NCLB 1431(a)(5) 5.2. The LEA uses multiple and appropriate measures of student progress in evaluating Neglected or Delinquent Programs. NCLB 1431(c) 5.3. The LEA submits evaluation results to CDE. NCLB 1431(d)(1) 5.4. The LEA uses evaluation results to improve programs. NCLB 1431(d)(2)	**Document** ❑ Evaluation reports ❑ Description of program modifications ❑ Other: _____ **Interview** ❑ Staff ❑ Parents ❑ Students ❑ Others: _____				

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V	**Staffing and Professional Development** Staff members are recruited, trained, assigned and assisted to ensure the effectiveness of the program.				
Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
V-N or D.6 The juvenile correctional facility trains staff to work with children with disabilities. NCLB 1425(5)	**Document** ❑ Staff development records ❑ List of students with disabilities ❑ Other: _____ **Interview** ❑ Staff ❑ Parents ❑ Students ❑ Others: _____				

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VII	**Teaching and Learning** Participants receive core and categorical program services that meet their assessed needs.

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VII-N or D.7. The juvenile correctional facility provides transitional assistance to help the child stay in school, including family services, counseling, drug and alcohol abuse prevention, tutoring and family counseling. NCLB 1425(3) 7.1. The juvenile correctional facility encourages children who have dropped out of school to re-enter school once their term at the correctional facility has been completed. NCLB 1425(4) 7.2. The juvenile correctional facility uses technology to assist in coordinating educational programs with the local or community school. NCLB 1425(7)	**Document** ❑ Student records ❑ Recruitment and retention records ❑ Other: _____ **Interview** ❑ Staff ❑ Parents ❑ Students ❑ Others: _____				

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VII-N or D.7. The LEA operates transitional and supportive programs that meet the transitional and academic needs of students returning from correctional facilities. NCLB 1422(d)	**Document** ❑ Student records ❑ Other: _____ **Interview** ❑ Staff ❑ Parents ❑ Students ❑ Others: _____				

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DRAFT INSTRUMENT 5/04/05

Uniform Complaint Procedures

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Desired Outcomes

To ensure implementation of a uniform system of processing complaints of unlawful discrimination and alleged violations of federal or state laws or regulations for those activities or programs specified in Title 5, *California Code of Regulations* Section 4610(b) that receive state or federal funding.

Note: Because the methodology of the California Department of Education validation review team includes sampling, the validation review cannot produce an all-inclusive assessment of items in this instrument. The LEA is responsible for operating its categorical programs in compliance with all applicable laws and regulations.

Program Dimensions

Each categorical program is reviewed using the following interrelated seven dimensions.

I. **Involvement:** Parents, LEA and site staffs, students and community members participate in developing, implementing and evaluating core and categorical programs.

II. **Governance and Administration:** Policies, plans, and administration of categorical programs meet statutory requirements.

III. **Funding:** Allocation and use of funds meet statutory requirements for allowable expenditures.

IV. **Standards, Assessment, and Accountability:** Categorical programs meet state and federal standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.

V. **Staffing and Professional Development:** Staff members are recruited, trained, assigned and assisted to ensure the effectiveness of the program.

VI. **Opportunity and Equal Educational Access:** Participants have equitable access to all programs provided by the LEA as required by law.

VII. **Teaching and Learning:** Participants receive core and categorical program services that meet their assessed needs.

Uniform Complaint Procedures

II	**Governance and Administration** Policies, plans, and administration of categorical programs meet statutory requirements and achieve the intended outcomes of the categorical program.

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
II-UCP.1. The local educational agency (LEA) adopted uniform complaint procedures (UCP) for all specified programs, and provides civil rights guarantees (allegations of unlawful discrimination regarding actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability or age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics). (34 CFR 300.510-511; EC 200, 220, 260, 262.3; GC 11135, 11138; PC 422.6; T5CCR 4600-4687)	**Document** ❑ LEA Policy. ❑ LEA Administrative Regulations. ❑ LEA Annual Notice ❑ Other: _____ **Interview** ❑ District staff ❑ Others: _____				

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Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
II-UCP.2. The LEA annually notified its students, employees, parents or guardians of its students, the district advisory committee, school advisory committees, private school officials and other interested parties of their local educational agency complaint procedures. When 15 percent of more of the students in the school speak a primary language other than English, all notices to parents or guardians regarding the complaint procedures are written in the student's primary language in addition to English. (EC 260, 262.3, 48985; T5CCR 4620-4687)	**Document** ❑ Annual notification ❑ Records of disseminating the annual notification ❑ Other: _____ **Interview** ❑ District staff ❑ Students ❑ Parents ❑ School Site Council members ❑ Advisory committee members ❑ Others:_____				

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Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
II-UCP.3. The LEA investigated complaints alleging a violation by the LEA of a federal or state law or regulation governing the programs listed in Title 5 section 4610(b), or discrimination complaints and sought to resolve those complaints in accordance with the complaint procedures of the LEA. (ED 262.3[d], T5CCR 4630-4632)	**Document** ❑ Complaint file(s) ❑ Complaint Investigative Report ❑ Other: _____ **Interview** ❑ District staff ❑ Complainants ❑ Others: _____				

DRAFT

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
II-UCP.4. The LEA has amended the uniform complaint process in accordance with Chapter 5.1(commencing with Section 4680) of Title 5 of the California Code of Regulations, to resolve any complaints regarding alleged deficiencies related to instructional materials, the condition of a facility that is not maintained in a clean or safe manner or in good repair and teacher vacancy or misassignment. (EC 35186; T5CCR 4600-4687)	**Document** ❑ Williams Classroom Notice ❑ LEA Policy ❑ LEA Administrative Regulations ❑ LEA Complaint Form ❑ LEA Complaint File ❑ Other: _____ **Observation** ❑ Williams Complaint Notice in classrooms ❑ Others:_____ **Interview** ❑ District staff ❑ School Site Council members ❑ Advisory committee members ❑ Others:_____				

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2005-'06 Coordinated Compliance Review Instrument

Initial Draft 05/06/2005

Integrated Program Items (IPI)

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Desired Outcomes	Integrated Program Item (IPI)
Note: Because the methodology of the California Department of Education validation review team includes sampling, the validation review cannot produce an all-inclusive assessment of items in this instrument. The LEA is responsible for operating its categorical programs in compliance with all applicable laws and regulations.	The IPI reflects the impact of program integration to provide all students access to and success with the district's core curriculum and categorical program desired outcomes. **Program Dimensions** Each categorical program is reviewed using the following interrelated seven dimensions. **I. Involvement:** Parents, LEA and site staffs, students, and community members participate in developing, implementing, and evaluating core and categorical programs. **II. Governance and Administration:** Policies, plans, and administration of categorical programs meet statutory requirements. **III. Funding:** Allocation and use of funds meet statutory requirements for allowable expenditures. **IV. Standards, Assessment, and Accountability:** Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program. **V. Staffing and Professional Development:** Staff members are recruited, trained, assigned, and assisted to ensure the effectiveness of the program. **VI. Opportunity and Equal Educational Access:** Participants have equitable access to all programs provided by the LEA as required by law. **VII. Teaching and Learning:** Participants receive core and categorical program services that meet their assessed needs.

Integrated Program Items (IPI)

I	**Involvement** Parents, LEA and site staff members, students, and community members participate in developing, implementing, and evaluating core and categorical programs.

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
I-IPI.1. The LEA consulted with appropriate private school officials during the development of the NCLB program on: **(a) how students' needs will be identified. (20 USC 6320(b)(1)(A), 7881(c)(1)(A))** **(b) what services will be offered. (20 USC 6320 (b)(1)(B), 7881(c)(1)(B))** **(c) how, where and by whom services will be provided. (20 USC 6320 (b)(1)(C), 7881(c)(1)(C))** **(d) how services will be assessed and the use of assessments to improve services. (20 USC 6320 (b)(1)(D), 7881(c)(1)(D))** **(e) on the size and scope of services and proportion of funds allocated. (20 USC 6320(b)(1)(E), 7881(c)(1)(E))** **(f) the method and sources of data to determine the number of low income private school students from eligible attendance areas. (20 USC 6320 (b)(1)(F), 7881(c)(1)(F))** **(g) how and when service delivery decisions will be made, including services through a third party provider. (20 USC 6320 (b)(1)(G), 7881(c)(1)(G))** **(h) program delivery options. (20 USC 6320 (b)(3), 7881(c)(4))**	**Document** ❑ Private school affidavit ❑ Meeting agendas and minutes ❑ Communiqués ❑ Other:_____ **Observation** ❑ Meetings ❑ Other:_____ **Interview** ❑ Private school staff ❑ Others: _____				

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II Governance and Administration

Policies, plans, and administration of categorical programs meet statutory requirements and achieve the intended outcomes of the categorical program.

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
II.IPI.2. The LEA plan includes: **(a) a description of training to enable teachers to address different learning styles, improve student behavior, identify interventions, involve parents and use data and assessments to improve classroom practice. (20 USC 6622(b)(9))** **(b) the results of the needs assessment for NCLB compliant teachers, paraprofessionals and principals. (20 USC 6622(b)(8))** **(c) a description of how selected activities are supported by scientifically based research and are expected to reduce the achievement gap. (20 USC 6622(b) (1) (B))** **(d) a description of how activities have a measurable and positive impact on student achievement. (20 USC 6622(b)(2))** **(e) a description of the use of funds to meet the requirements of highly qualified teachers. (20 USC 6622 (b)(10))** 2.1. LEAs failing to make annual measurable objectives for highly qualified teachers for two consecutive years has developed an improvement plan that addresses the issues preventing them from meeting those objectives. (20 USC 2141(a))	**Document** ❑ LEA Plan ❑ Other:_____				

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
II-IPI.3. The LEA implements and monitors approved NCLB LEA plans. (20USC 6812(c)(1), 6825 (c)(1)(B))	**Document** ❑ LEA Plan ❑ Single Plan for Student Achievement ❑ Evaluation results				

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	❑ Other:_____ **Interview** ❑ Staff ❑ Parents ❑ Students ❑ School Site Council ❑ Advisory committee ❑ Others: _____				
Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
II-IPI.4.The school has a Single Plan for Student Achievement that is a consolidation of required plans for all categorical programs funded through the Consolidated Application and operated at the school, and contains: **(a) Objectives and activities aligned with school goals to improve student achievement;** **(b) School goals based on analysis of verifiable state data;** **(c) A description of how funds will be used to improve academic performance;** **(d) The means of evaluating the progress of programs toward accomplishing those goals; and** **(e) The means by which state and federal laws governing the programs will be implemented.** **(EC (64001[f], 5 CCR 3930)** 4.1 If the school participates in the SBCP, the school plan also contains the curricula, instructional strategies, materials, and auxiliary services to meet the assessed needs of all students, including: —Limited-English-speaking students —Educationally disadvantaged students —Gifted and talented students —Students with exceptional needs (52853[a][2])	**Document** ❑ Single Plan for Student Achievement ❑ Other:_____ **Interview** ❑ School Site Council ❑ Advisory committee ❑ Others: _____				
Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VII-IPI.5. The school implements and the SSC monitors	**Document**				

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the approved Single Plans for Student Achievement. (EC 64000(f))	❑ Single Plan for Student Achievement ❑ Evaluation results ❑ Other:_____ **Interview** ❑ Teachers ❑ Parents ❑ Students ❑ School Site Council ❑ Advisory committee ❑ Others: _____				
Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
II-IPI.6. The LEA sends information on school and parent activities to parents in a format and, to the extent practicable, in a language the parents can understand. (20 USC 6318(e)(5)) 6.1. If 15 percent of a student body speak a primary language other than English, all information sent to parents of such students must be written in English and the primary language. (EC 48985)	**Document** ❑ Parent communiqués ❑ Community language profile ❑ Other:_____ **Interview** ❑ Parents ❑ Staff ❑ Others: _____				

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Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
II-IPI.6. The SSC is composed of the following members selected by their peers: **(a) In elementary schools, half of the members are the principal, classroom teachers, and other school personnel. Classroom teachers are a majority of the first group. Half of the members are parents or other community members.** **(b) In secondary schools, half of the members are the principal, classroom teachers, and other school personnel. Classroom teachers are a majority of this group. Half of the members are equal numbers of students and parents.** **(EC 52012, 64001(g))** 6.1. Each SSC involves an adequate representation of parents of participating children in the planning, review and improvement of its Title I programs and parent involvement policy. (EC 64001; 20 USC 6318(c)(3))	**Document** ❑ SSC membership ❑ Other:_____ **Observation** ❑ Meetings ❑ Other:_____ **Interview** ❑ Staff ❑ SSC members ❑ Others: _____				

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VI-IPI.7. The policy of nondiscrimination is announced and disseminated in the languages of the community or minority population when such groups reside within the service area and are English learners. *(34 CFR 100.3(b)(iv–vi))* 7.1. When the announcement of nondiscrimination is disseminated in a foreign language, it includes the statement that the lack of English language skills will not be a barrier to admission and participation in career/technical education programs. (34 CFR 100.3(b)(vii))	**Document** ❑ LEA policy ❑ Communiqués ❑ Other: _____ **Observation** ❑ Instructional settings ❑ Other: _____ **Interview** ❑ Administrators ❑ Staff ❑ Parents ❑ Others: _____				

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III	**Funding** Allocation and use of funds meet statutory requirements for allowable expenditures.

Compliance item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
III-IPI.8. The LEA uses federal funds to supplement, and not supplant, state and local funds. (34 CFR 403.32(a)(17); 20 USC 2123(b); 42 USC 12633)	**Document** ❑ Fiscal records ❑ Other:_____ **Interview** ❑ Administrators ❑ Others: _____				

Compliance item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
III-IPI.9. The LEA provides general fund services at sites receiving federal funds; at least comparable to those services at all other sites. (34 CFR 403.194 (a))	**Document** ❑ Fiscal records ❑ Single Plan for Student Achievement ❑ Other:_____ **Interview** ❑ Administrators ❑ School Site Council Members ❑ Others: _____				

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IV	**Standards, Assessment, and Accountability** Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
IV-IPI.10. The School Site Council has annually reviewed and updated its Single Plan for Student Achievement for the following: **(a) progress towards accomplishing school goals;** **(b) use of funds to improve the academic performance of all students to the level of the performance goals of the Academic Performance Index (API); and** **(c) approval of the updated plan by the local governing board.** **(EC 64001(f),(g),(h))** 10.1. For Title I and EIA-SCE, an annual evaluation demonstrates that the program is effective under criteria established by the local governing board. (5 CCR 3942) 10.2. The SSC determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving children and those at risk of not meeting the State academic achievement standards. (20 USC 6314(b)(1), (2), 6315(c)(2); EC64001(f))	**Document** ❑ Single Plan for Student Achievement ❑ Fiscal records ❑ Evaluation results ❑ Other:_____ **Interview** ❑ Teachers ❑ Parents ❑ Students ❑ School Site Council ❑ Advisory committee ❑ Others: _____				

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V Staffing and Professional Development

Staff members are recruited, trained, assigned, and assisted to ensure the effectiveness of the program.

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
V-IPI.11. The LEA hires only NCLB complaint teachers, including special education teachers as appropriate; to teach in core academic classes. (20 USC 6319(a))	**Document** ❑ Quarterly personnel reports ❑ Employment and placement records ❑ Other: _____ **Observation** ❑ Core academic classes ❑ Other: _____ **Interview** ❑ Administrators ❑ Staff ❑ Students ❑ Others: _____				

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
V-IPI.12. All paraprofessionals hired and working on a program supported with NCLB funds shall have the following qualifications: **(a) Completed at least two years of study at an institution of higher education;** **(b) Obtained an associate's or higher degree; or** **(c) Met a rigorous standard of quality and can demonstrate, through a formal state or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or readiness, as appropriate).** **(20 USC 6319(b))**	**Document** ❑ Quarterly personnel reports ❑ Employment and placement records ❑ Other: _____ **Observation** ❑ Core academic classes ❑ Other: _____ **Interview** ❑ Administrators ❑ Staff ❑ Students ❑ Others: _____				

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Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
V-IPI.13. Professional development is provided to staff and parents to enable all children to meet state academic achievement standards. (20 USC 6314(b)(1)(D))	**Document** ❑ LEA Plan ❑ Single Plan for Student Achievement ❑ Professional development records ❑ Other: _____ **Observation** ❑ Professional development offerings ❑ Instructional settings ❑ Other: _____ **Interview** ❑ Administrators ❑ Staff ❑ Parents ❑ Others: _____				

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VI Opportunity and Equal Educational Access

Participants have equitable access to all programs provided by the LEA as required by law.

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VI-IPI.14. The LEA does not discriminate against any employee or applicant for employment on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, mental disability, or physical disability. (34 CFR 100.3(c), 100.13(c), 106.53(a), 106.57, 106.60)	**Document** ❑ LEA policies ❑ Complaint records/files ❑ Other: _____ **Observation** ❑ Instructional settings ❑ Other: _____ **Interview** ❑ Administrators ❑ Staff ❑ Students ❑ Parents ❑ Others: _____				

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VI-IPI.15. The LEA does not exclude an individual from participating in any program or activity on the basis of students' sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, mental disability, or physical disability. *(5 CCR 4900)* 15.1. The LEA does not deny any person the opportunity to participate as a member of planning or advisory committees on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, mental disability, or physical disability. (34 CFR 100.3(b)(1)(vii), 104.10, 106.58; 5 CCR 4900)	**Document** ❑ LEA policies ❑ Complaint records/files ❑ Other: _____ **Observation** ❑ Instructional settings ❑ Other: _____ **Interview** ❑ Administrators ❑ Staff ❑ Students				

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	❑ Parents ❑ Others: _____				
Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VI-IPI.16. The program is accessible to handicapped persons. The LEA is not required to make each or every part of its facilities accessible to and usable by handicapped persons. *(34 CFR 104.22(a))*	**Document** ❑ LEA policies ❑ Course/program list ❑ Complaint records/files ❑ Other: _____ **Observation** ❑ Instructional settings ❑ Other: _____ **Interview** ❑ Administrators ❑ Staff ❑ Students ❑ Parents ❑ Others: _____				
Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VI-IPI.17. If changing rooms, showers, and other facilities are provided on the basis of sex, the facilities for one sex are comparable to those provided for the other sex. *(34 CFR 106.33)*	**Document** ❑ Facilities records ❑ Other: _____ **Observation** ❑ Facilities ❑ Other: _____				

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Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VI-IPI.18.The LEA places handicapped persons in the regular educational environment unless the placement, with the use of supplementary aids and services cannot be achieved satisfactorily. ***(34 CFR 104.34(a))***	**Document** ❑ LEA policies ❑ Complaint records/files ❑ Other: _____ **Observation** ❑ Instructional settings ❑ Other: _____ **Interview** ❑ Administrators ❑ Staff ❑ Students ❑ Parents ❑ Others: _____				

Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VI-IPI.19. No person shall be, on the ground of race, color, or national origin be excluded from participation in, be denied the benefits of, or be otherwise discriminated against under any federally funded program. (20 USC 100.3(a)). 19.1. The LEA provides full opportunities for the participation of parents with limited English proficiency and disabilities, and parents of migratory children. (34 CFR 110; 20 USC 6318(f)) 19.2. Students participating in community-based programs are not discriminated against by employers or prospective employers on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, mental disability, or physical disability. *(34 CFR 100)* 19.3. The LEA has a written assurance from each employer that students will be accepted and assigned jobs without	**Document** ❑ LEA policies ❑ Complaint records/files ❑ Other: _____ **Observation** ❑ Instructional settings ❑ Other: _____ **Interview** ❑ Administrators ❑ Staff ❑ Students ❑ Parents				

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regard to sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, mental disability, or physical disability. *(34 CFR 100.3, 100.4)*	❑ Others: _____				
Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VI-IPI.20. The LEA has not entered into any agreements for the provision or support of apprenticeship training with a union or other sponsor that discriminates on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, mental disability, or physical disability. *(34 CFR 100.3)*.	**Document** ❑ LEA policies ❑ LEA agreements ❑ Complaint records/files ❑ Other: _____ **Observation** ❑ Instructional settings ❑ Other: _____ **Interview** ❑ Administrators ❑ Staff ❑ Students ❑ Parents ❑ Others: _____				
Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VI-IPI.21. All sites are readily and equally accessible to both non-minority and minority populations. (34 CFR 100.3)	**Document** ❑ LEA policies ❑ Complaint records/files ❑ Other: _____ **Observation** ❑ Instructional settings ❑ Other: _____ **Interview** ❑ Administrators ❑ Staff				

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	❑ Students ❑ Parents ❑ Others: _____				
Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
VI-IPI.22. English learners have not been denied access to educational opportunities, including participation in GATE, AP, and Honors classes, based on English proficiency status. (20 USC 7103)	**Document** ❑ LEA policies ❑ Student records ❑ Course lists ❑ Other: _____ **Observation** ❑ Instructional settings ❑ Other: _____ **Interview** ❑ Administrators ❑ Staff ❑ Students ❑ Parents ❑ Others: _____				

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VII	**Teaching and Learning** Participants receive core and categorical program services that meet their assessed needs.				
Compliance Item	*Evidence Reviewed* ☑	*Findings and Comments*	*C*	*NC*	*N/A*
	Document ❑ **Observation** ❑ **Interview** ❑				

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ITEM #15

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

SUBJECT	
Consolidated Applications 2004-05: Approval	☒ **Action** ☒ **Information** ☐ **Public Hearing**

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the 2004-05 Consolidated Applications (ConApps) submitted by local educational agencies (LEAs) in Attachment 1.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Each year the CDE, in compliance with California *Code of Regulations* Title 5, Section 3920, recommends that the SBE approve applications for funding Consolidated Categorical Aid Programs submitted by LEAs. To date, the SBE has approved 2004-05 ConApps for 1,243 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 and/or English learners); California Public School Library Act; Tobacco Use Prevention Education; Tenth Grade Counseling; Peer Assistance Review; Instructional Time and Staff Development Reform; and School Safety (AB 1113). The federal funding sources include Title I, Part A Basic Grant (Low Income); 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); and Title V, Part A (Innovative); and Title VI, Part B (Rural, Low-Income).

Attachment 1 is a list of the LEAs presented to the SBE for action and includes ConApp entitlement figures and the Student Testing and Reporting data from school year 2003-04. If fiscal data are absent, it indicates that the LEA is new or is applying for direct funding for the first time. If achievement data are absent, it indicates the LEA is new, the scores were attributed to their sponsoring LEA (in the case of charter schools), or there was an insufficient number of student results to report.

The CDE provides the SBE with two types of approval recommendations. Regular approval is recommended when an LEA has submitted a correct and complete

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

ConApp, Part I, and has no serious noncompliant issues over 365 days. Conditional approval is recommended when an LEA has submitted a correct and complete ConApp, Part I, but has one or more serious noncompliant issues over 365 days. Conditional approval provides authority to the LEA to spend its categorical funds on the condition that it resolves or makes significant progress toward resolving noncompliant issues. In extreme cases, conditional approval may include the withholding of funds.

SUMMARY OF KEY ISSUES

The CDE recommends regular approval of the ConApp for 25 LEAs (see attachment 1 for the list of LEAs).

FISCAL ANALYSIS (AS APPROPRIATE)

There is minimal CDE cost to track the SBE approval status of the ConApp for approximately 1,300 LEAs.

ATTACHMENT(S)

Attachment 1: ConApp list – Regular Approvals (2 Pages).

Recommended for Regular Approval: The following LEAs have submitted a correct and complete ConApp, Part I, and have no compliance issues crucial to student achievement outstanding for more than 365 days. The Department recommends regular approval of these applications.

CD Code	School Code	Local Educational Agency Name	2003-04 ConApp Entitlement	2003-04 Entitlement Per Student	2003-04 Entitlement Per Low Income Student	2003 STAR Data Percent of Students Scoring At or Above: Mathematics Basic	Mathematics Advanced or Proficient	Reading Basic	Reading Advanced or Proficient
1964733	0102434	Animo South Los Angeles Charter School	0	0.00	0.00	0.0	0.0	0.0	0.0
1964733	0106831	Animo Venice Charter High School	0	0.00	0.00	0.0	0.0	0.0	0.0
5010504	0101501	Archway Academy	0	0.00	0.00	0.0	0.0	0.0	0.0
1964709	0107508	Century Community Charter	0	0.00	0.00	0.0	0.0	0.0	0.0
1964733	0106864	College Ready Academy High School	0	0.00	0.00	0.0	0.0	0.0	0.0
5010504	5030325	Community Middle College	4,201	84.02	0.00	0.0	0.0	38.9	33.3
3975499	6118665	Discovery Charter	0	0.00	0.00	28.9	49.3	28.9	56.9
3667843	3630928	Grove High	5,103	0.00	0.00	27.1	17.6	29.4	55.3
3667934	0105833	High Desert Academy Of Applied Arts & Science	0	0.00	0.00	0.0	0.0	0.0	0.0
3768338	6117279	Holly Drive Leadership Academy	79,434	496.46	667.51	21.8	5.9	31.1	16.0
1875036	6010763	Long Valley Charter	58,068	247.10	0.00	20.4	17.0	23.0	27.8
4970805	0105890	Mark West Charter	0	0.00	0.00	0.0	0.0	0.0	0.0
3975499	0102392	Millennium Charter	0	0.00	0.00	0.0	0.0	0.0	0.0
1964881	0106591	Nia Educational Charter School	0	0.00	0.00	0.0	0.0	0.0	0.0
1062174	1030865	One Step Up Charter Academy	7,845	0.00	0.00	5.3	1.5	9.9	6.1
4269278	6045918	Peabody Charter	0	0.00	0.00	21.4	56.0	26.3	50.1
3975499	0102384	Primary Charter	0	0.00	0.00	0.0	0.0	0.0	0.0
3768338	6120943	Promise Charter	93,270	388.63	518.17	33.9	22.0	40.2	15.0
1964733	6120471	Puente Charter	39,155	416.54	575.81	0.0	0.0	0.0	0.0
4970896	0102525	Rincon Valley Charter	0	0.00	0.00	0.0	0.0	0.0	0.0
1062166	1030642	School Of Unlimited Learning	82,543	425.48	466.34	2.2	0.0	13.2	2.2
1964733	0106427	Synergy Charter Academy	0	0.00	0.00	0.0	0.0	0.0	0.0
5672553	6120620	University Preparation School At CSU Channel	0	0.00	0.00	30.7	28.0	31.7	40.8

Recommended for Regular Approval: The following LEAs have submitted a correct and complete ConApp, Part I, and have no compliance issues crucial to student achievement outstanding for more than 365 days. The Department recommends regular approval of these applications.

CD Code	School Code	Local Educational Agency Name	2003-04 ConApp Entitlement	2003-04 Entitlement Per Student	2003-04 Entitlement Per Low Income Student	2003 STAR Data Percent of Students Scoring At or Above: Mathematics Basic	Mathematics Advanced or Proficient	Reading Basic	Reading Advanced or Proficient
5010504	5030234	Valley Business High	4,768	31.79	0.00	10.5	1.0	15.2	4.8
5010504	0101709	Vocational Education Academy	0	0.00	0.00	0.0	0.0	0.0	0.0

25 Total Number of LEAs in the report

$374,387 Total ConApp entitlement for districts receiving regular approval

ITEM #16

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

SUBJECT	
2004-05 Consolidated Applications - Update on local educational agencies (LEAs) that received Conditional Approval	☒ **Action** ☒ **Information** ☐ **Public Hearing**

RECOMMENDATION

This item is presented upon request by the State Board of Education (SBE) as a follow-up to the SBE meeting in November 2004 and is being asked to take action as deemed necessary and appropriate.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

There are 16 state and federal programs that LEAs may apply for in the Consolidated Application (ConApp). Approximately $3.2 billion is distributed annually through the ConApp process. ConApps are presented to the SBE for approval after they have been reviewed. California Department of Education (CDE) recommendation is based upon application completeness and the status of outstanding compliance issues. The CDE provides the SBE with two types of approval recommendations. Regular approval is recommended when an LEA has submitted a correct and complete ConApp, Part I, and has no serious noncompliant issues of 365 days. Conditional approval is recommended when an LEA has submitted a correct and complete ConApp, Part I, but has one or more serious noncompliant issues over 365 days. Conditional approval provides authority to the LEA to spend its categorical funds on the condition that its resolve or make significant progress toward resolving noncompliant issues. In extreme cases, conditional approval may include the withholding of funds.

At the meeting in November, the SBE gave conditional approval to the 2004-05 ConApps for 12 LEAs that had noncompliant issues over 365 days. No action was recommended to withhold funds. These 12 LEAs will continue to receive funds on the condition that they continue to make progress toward full compliance. The SBE requested an update on the progress of these 12 LEAs to resolve their noncompliant issues.

SUMMARY OF KEY ISSUES

An update will be presented to the SBE on the progress of these 12 LEAs to resolve their noncompliant issues.

FISCAL ANALYSIS (AS APPROPRIATE)

CDE has determined that there are no additional costs or fiscal impact associated with this agenda item. LEAs will continue to receive funds appropriated for this purpose.

ATTACHMENT(S)

Attachment 1: Update on Conditional Approval List (2 Pages)

Update on Conditional Approval List

The following LEAs have resolved all noncompliant issues:

Antelope Valley Union High
Dunham Elementary
Oakland USD
Ojai USD
Roseland Elementary

The following LEAs have some unresolved noncompliant issues:

District Name	CDS	# of Issues Resolved	Remaining EL Issues	Comments
Acton-Agua Dulce USD	1975309	5	EL 2ab, 8b, 9ab, 10a	We anticipate full resolution by June 30, 2005.
American Union Elem	1062000	7	EL 1, 2b, 3b, 6ab, 10a	District Superintendent stated that documents verifying resolution of all remaining items will be sent in April.
Ballico-Cressey Elem	2465649	5	EL 2ab, 3ab, 5ab, 9ab	District Superintendent Stated that documents verifying resolution of all remaining items will be sent in April.
Compton USD	1973437		Former Follow-up District under Comité	We anticipate full resolution by June 30, 2005.
Eastside Union Elem	1964477	9	EL 7, 9a	We anticipate full resolution by June 30, 2005.
West Fresno Elem	1062174	15	8ab	We anticipate full resolution by June 30, 2005.
Westside Union Elem	1965102	8	6ab, 9ab	We anticipate full resolution by June 30, 2005.

Reference List of 2004-05 English Learner Compliance Issues

EL 1	Reclassification
EL 2a	Program evaluation process
EL 2b	Program evaluation implementation with student results
EL 3a	ELD instructional services
EL 3b	Access to core curriculum
EL 4a	Home language survey
EL 4b	Initial assessment in English
EL 4c	Initial assessment in primary language
EL 4d	Parent notification of assessment results
EL 5a	Placement in structured-English immersion
EL 5b	Placement in English language mainstream
EL 5c	Placement in alternative course of educational study program
EL 6a	Adequate qualified staff for ELD instruction
EL 6b	Adequate qualified staff for core curriculum instruction
EL 7	Professional Development
EL 8a	Parent notification of placement and opportunity to apply for waiver
EL 8b	Waiver policies and procedures
EL 9a	English learner advisory committee (ELAC)
EL 9b	District English learner advisory committee (DELAC)
EL 10a	Adequate general fund resources for English learner services
EL 10b	Appropriate use of EIA (Economic Impact Aid) funds

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

SUBJECT	
School Accountability Report Card: Proposed Template and Data Definitions for the 2005-06 School Year	☒ **Action** ☒ **Information** ☐ **Public Hearing**

RECOMMENDATION

This item is provided to the State Board of Education (SBE) for information and action as deemed necessary and appropriate.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) annually approves the SARC template and associated data definitions in accordance with the requirements of state and federal laws. In May 2004, the SBE approved a SARC template and data definitions that were used for SARCs published during the 2004-05 school year. The SBE also approved revisions to the SARC template and data definitions in November 2004 and January 2005 to implement portions of the settlement agreement in the case of *Williams, et al.* v. *State of California, et al.*, that were codified in urgency legislation (Senate Bill 550, Chapter 900, Statutes of 2004).

SUMMARY OF KEY ISSUES

The proposed template changes include the following:

1. The references to years throughout the 2004-05 SARC template have been modified to reflect the reporting of more recent data. For example, data previously collected and reported from 2003-04 will be replaced by data collected and reported from 2004-05.

2. All sections of the template have been re-numbered to reflect the use of the “General Information” title for the first section that includes the longstanding elements related to “Contact Information” (title added), “School Description and Mission Statement,” and “Opportunities for Parental Involvement.”

3. Brief statements have been provided below the title of several template sections that previously lacked such descriptions. In addition, there have been numerous, minor editorial changes made throughout the template to improve clarity and readability.

SUMMARY OF KEY ISSUES

The following table is new:

- *School Facility Conditions – Results of Inspection and Evaluation* (Attachment 1, page 3): This new table has been developed to provide a format for reporting the results of the school site inspection required by the *Williams* case settlement.

The following tables have been substantially revised:

- *Teacher Misassignments* (Attachment 1, page 11): The narrative and format for this table have been revised to provide for the reporting of current year data, if available, as required by the *Williams* case settlement.

- *Vacant Teacher Positions* (Attachment 1, page 11): The narrative and format for this table have been revised to provide for the reporting of current year data, if available, as required by the *Williams* case settlement.

- *Quality and Currency of Standards-Aligned Textbooks and Other Instructional Materials* (Attachment 1, page 12): The narrative and format for this table have been revised to provide for the reporting of this data in a manner that is similar to the reporting of the availability of sufficient textbook and other instructional materials data as required by the *Williams* case settlement.

- *SAT Reasoning Test* (Attachment 1, page 14): The title, narrative, and format for this table have been revised to conform to the new name for this assessment and to provide for the reporting of average writing scores that will be available beginning in 2005.

The proposed data definition changes include the following:

1. References to years throughout the 2004-05 SARC data definitions have been modified to reflect the reporting of more recent data. For example, data previously collected and reported from 2003-04 will be replaced by data collected and reported from 2004-05. There have also been numerous, minor editorial changes made throughout the data definitions to improve clarity and readability.
2. The data definitions that support the reporting elements contained in the SARC template have been re-organized so that each data definition is aligned with a particular table in the template. As a result, numerous data definitions that previously supported a single table have been merged into a single definition. In some instances, a data definition has been added to ensure that each table has its own definition. In addition, the definitions have been re-ordered to coincide with the order of the tables in the template.

FISCAL ANALYSIS (AS APPROPRIATE)

If approved by the SBE, the proposed action will result in ongoing costs for the CDE to prepare and publish a SARC template and data definitions for 2005-06. These costs are funded by state and federal funds contained in the CDE's annual budget. LEAs will also likely incur ongoing costs related to preparing and publishing SARCs as required by law.

ATTACHMENT(S)

Attachment 1: School Accountability Report Card 2004-05 (16 Pages)
Attachment 2: SARC Data Element Definitions and Sources 2004-05 (63 Pages)

School Accountability Report Card
Reported for School Year 2004-05
Published During 2005-06

Notes regarding the source and currency of data:
Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education (CDE) Web site at http://www.cde.ca.gov/ta/ac/sa/definitions04.asp. Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04.

Note that single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at http://www.cde.ca.gov/ta/ac/sa/, including a SARC Preparation Guide at http://www.cde.ca.gov/ta/ac/sa/guide.asp and Frequently Asked Questions at http://www.cde.ca.gov/ta/ac/sa/questions.asp.

I. General Information

Contact Information
School and district contact information.

School Information		District Information	
School Name	*To be provided by Local Educational Agency (LEA)*	**District Name**	*To be provided by LEA*
Principal		**Superintendent**	
Street		**Street**	
City, State, Zip		**City, State, Zip**	
Phone Number		**Phone Number**	
Fax Number		**Fax Number**	
Web Site		**Web Site**	
E-mail Address		**E-mail Address**	
CDS Code		**SARC Contact**	

School Description and Mission Statement
Background information about the school, its programs, and its goals.

Narrative to be provided by LEA

Opportunities for Parental Involvement
Contact information and description of organized opportunities for parental involvement at the school.

Contact Person Name	*To be provided by LEA*	**Contact Person Phone Number**	*To be provided by LEA*

Narrative to be provided by LEA

II. Demographic Information

Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

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 Racial/Ethnic Subgroup

Data reported are the number and percent of students in each racial/ethnic subgroup as reported by CBEDS.

Racial/Ethnic Subgroup	Number of Students	Percent of Students	Racial/Ethnic Subgroup	Number of Students	Percent of Students
African American			**Hispanic or Latino**		
American Indian or Alaska Native			**Pacific Islander**		
Asian			**White (Not Hispanic)**		
Filipino			**Multiple or No Response**		

III. School Safety and Climate for Learning

School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

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

School Programs and Practices that Promote a Positive Learning Environment

Description of the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

Narrative to be provided by LEA

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., 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 total enrollment as reported by CBEDS for the given year.

	School			District		
	2003	2004	2005	2003	2004	2005
Number of Suspensions						
Rate of Suspensions		*To be provided by LEA*			*To be provided by LEA*	
Number of Expulsions						
Rate of Expulsions						

IV. School Facilities

School Facility Conditions – General Information

Safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms.

Narrative to be provided by LEA

School Facility Conditions – Results of Inspection and Evaluation

Determination of good repair as documented in a completed Interim Evaluation Instrument (note the school site inspection date and the Interim Evaluation Instrument completion date).

Interim Evaluation Instrument Part Number and Title	In Good Repair? (Check "Yes" or No")		If Not in Good Repair, Describe Deficiency and Remedial Actions Taken or Planned
	Yes	No	
I. Gas Leaks			
II. Mechanical Systems			
III. Windows/Doors/Gates (Interior and Exterior)			
IV. Interior Surfaces (Walls, Floors, and Ceilings)			
V. Hazardous Materials (Interior and Exterior)			
VI. Structural Damage			
VII. Fire Safety			***To be provided by LEA***
VIII. Electrical (Interior and Exterior)			
IX. Pest/Vermin Infestation			
X. Drinking Fountains (Inside and Outside)			
XI. Restrooms			
XII. Sewer			
XIII. Playground/School Grounds			
XIV. Other			

V. Academic Data

Standardized Testing and Reporting

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2-11 are tested annually in various subject areas. The STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the CDE Web site at http://star.cde.ca.gov/ or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST – All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts									
Mathematics									
Science									
History-Social Science									

CST – Racial and Ethnic Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts							
Mathematics							
Science							
History-Social Science							

CST – Other Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education Services
English-Language Arts						
Mathematics						
Science						
History-Social Science						

Norm-Referenced Test

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current Norm-Referenced Test (NRT) adopted by the State Board of Education, are reported as the percent 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. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the CDE Web site at http://star.cde.ca.gov/ or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT – All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading									
Mathematics									

NRT – Racial and Ethnic Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading							
Mathematics							

NRT – Other Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education Services
Reading						
Mathematics						

Local Assessments

Data reported are the percent of students meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
K									
1									
2									
3									
4									
5									
6		*To be provided by LEA*			*To be provided by LEA*			*To be provided by LEA*	
7									
8									
9									
10									
11									
12									

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) as determined by the California Physical Fitness Test, which is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/pf/. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

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

Academic Performance Index

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 percent of the distance between its API Base 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 awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). 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 eligible for awards.

Percent Tested: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR assessments.

Statewide Rank: Schools receiving an API Base 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: Schools also receive a ranking that compares that school to 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. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ap/ or by speaking with the school principal.

Schoolwide API

Data provided are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested over the most recent three-year period.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested				**Percent Tested**			
API Base Score				**API Growth Score**			
Growth Target				**Actual Growth**			
Statewide Rank							
Similar Schools Rank							

API – Racial and Ethnic Subgroups

Data provided are API Base and Growth scores and growth targets by racial and ethnic subgroups over the most recent three-year period.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
African American				**African American**			
API Base Score				**API Growth Score**			
Growth Target				**Actual Growth**			
American Indian or Alaska Native				**American Indian or Alaska Native**			
API Base Score				**API Growth Score**			
Growth Target				**Actual Growth**			
Asian				**Asian**			
API Base Score				**API Growth Score**			

Growth Target				**Actual Growth**			
Filipino				**Filipino**			
API Base Score				**API Growth Score**			
Growth Target				**Actual Growth**			
Hispanic or Latino				**Hispanic or Latino**			
API Base Score				**API Growth Score**			
Growth Target				**Actual Growth**			
Pacific Islander				**Pacific Islander**			
API Base Score				**API Growth Score**			
Growth Target				**Actual Growth**			
White (not Hispanic)				**White (not Hispanic)**			
API Base Score				**API Growth Score**			
Growth Target				**Actual Growth**			

API – Socioeconomically Disadvantaged Subgroup

Data provided are API Base and Growth scores and growth targets for the socioeconomically disadvantaged subgroup over the most recent three-year period.

API Base Data				API Growth Data			
	2002	**2003**	**2004**		**From 2002 to 2003**	**From 2003 to 2004**	**From 2004 to 2005**
API Base Score				**API Growth Score**			
Growth Target				**Actual Growth**			

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code*, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.*

Adequate Yearly Progress

The federal No Child Left Behind Act (NCLB) of 2001 requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/ or by contacting the district office or speaking with the school principal.

Overall AYP Status – All Criteria

A "Yes" or a "No" in the following table indicates whether all AYP criteria were met for all groups of students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

	School			District		
	2003	**2004**	**2005**	**2003**	**2004**	**2005**
Met All AYP Criteria						

AYP Status By Group – Participation Rates and Proficiency Levels

A "Yes" or a "No" in the following table indicates whether all students or a particular group of students in a school or a district met the AYP criteria for both the minimum participation rates and the percent proficient or above on the state's standards-based assessments. "N/A" means that the student group is not numerically significant or is not shown to protect student privacy when the number of students is 10 or less.

Groups	School			District		
	2003	2004	2005	2003	2004	2005
All Students						
African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Pacific Islander						
White (not Hispanic)						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools and districts, can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/ or by contacting the district office or speaking with the school principal.

	School	District
First Year of Program Improvement Implementation		
Year in Program Improvement (Implementation Level)		
Year Exited Program Improvement		
Number of Schools Currently in Program Improvement	---	
Percent of Schools Currently in Program Improvement	---	

VI. School Completion (Secondary Schools)

California High School Exit Examination

Beginning with the graduating class of 2006, students in California public schools must pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. At that time, the data are expected to be disaggregated by special education status, English learners, socioeconomically disadvantaged status, gender, and ethnic group.

Dropout Rates and Graduation Rates

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9-12 dropouts divided by grades 9-12 enrollment) multiplied by 100. The graduation rate, included as one of the requirements of California's definition of AYP, as required by No Child Left Behind (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Enrollment (9-12)									
Number of Dropouts									
Dropout Rate (1-year)									
Graduation Rate									

VII. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

Grade Level	2003				2004				2005			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
K-3												
3-4												
4-8												
Other												

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2003				2004				2005			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

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. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2003	2004	2005
K			
1	*To be provided by LEA*		
2			
3			

VIII. Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

No Child Left Behind (NCLB) requires that all teachers teaching in core academic subjects be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the CDE Web site at http://www.cde.ca.gov/nclb/sr/tq/.

For a school, the data reported are the percent of a school's classes in core academic subjects taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

	Percent of Classes in Core Academic Subjects Taught by NCLB Compliant Teachers
This School	
All Schools in District	
High-Poverty Schools in District	
Low-Poverty Schools in District	

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential teaching outside his/her subject area must be provided by the LEA.

	2003	2004	2005
Total Teachers			
Teachers with Full Credential			
Teachers Teaching Outside Subject Area (full credential teaching outside subject area)	*To be provided by LEA*		
Teachers in Alternative Routes to Certification (district and university internships)			
Pre-Internship			
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)			
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)			

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. The number of misassignments of teachers of English learners is to be reported as both a subtotal and as part of total teacher misassignments. For the 2005-06 school year, the most currently available data should be reported.

	2004	2005	2006
Misassignments of Teachers of English Learners		***To be provided by LEA***	
Total Teacher Misassignments			

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
Doctorate		
Master's Degree plus 30 or more semester hours		
Master's Degree		
Bachelor's Degree plus 30 or more semester hours		
Bachelor's Degree		
Less than Bachelor's Degree		

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data should be reported.

	2004	2005	2006
Vacant Teacher Positions		***To be provided by LEA***	

Teacher Evaluations

Description of the procedures and criteria for teacher evaluations.

Narrative to be provided by LEA

Substitute Teachers

Statement about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

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 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal 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 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor

IX. Curriculum and Instruction

School Instruction and Leadership

Description of the structure of the school's instructional program and the experience of the school leadership team.

Narrative to be provided by LEA

Professional Development

Description of the program for training the school's teachers and other professional staff.

Narrative to be provided by LEA

Quality and Currency of Standards-Aligned Textbooks and Other Instructional Materials

List of the standards-aligned (grades K to 12), state-adopted (grades K to 8) or locally-adopted (grades 9 to 12, inclusive) textbooks and other instructional materials that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. Explanation for the use of any non-adopted textbooks or instructional materials.

Core Curriculum Areas	Quality and Currency of Textbooks/Materials
Reading/Language Arts	***To be provided by LEA***
Mathematics	
Science	
History-Social Science	

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient standards-aligned (grades K to 12), state-adopted (grades K to 8) or locally-adopted (grades 9 to 12, inclusive) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (for grades K to 12, inclusive); and science laboratory equipment (for grades 9 to 12, inclusive), as appropriate.

Core Curriculum Areas	Availability of Textbooks/Materials
Reading/Language Arts	***To be provided by LEA***
Mathematics	
Science	
History-Social Science	
Foreign Language	
Health	
Science Laboratory Equipment (Grades 9-12)	

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	***To be provided by LEA***	36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		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

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

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

Minimum Days in School Year

Statement regarding the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Narrative to be provided by LEA

X. 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. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB Humanities.

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

Students Enrolled in Courses Required for University of California and/or California State University Admission

Data reported are the number and percent of students enrolled in courses required for University of California (UC) and/or California State University (CSU) admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission (a duplicated count) by the total number of students enrolled in all courses (also a duplicated count). *Note: Students are counted more than once to account for each course overall in which the student is enrolled and to account for cases where a particular student is enrolled in more than one course required for UC and/or CSU admission. As a result of these duplicated counts, the number of students enrolled in all courses will, and the number students enrolled in courses required for UC and/or CSU admission may, exceed the actual student enrollment figure for the school.*

Number of Students Enrolled in All Courses	Number of Students Enrolled in Courses Required For UC and/or CSU Admission	Percent of Students Enrolled in Courses Required For UC and/or CSU Admission

Graduates Who Have Completed All Courses Required for University of California and/or California State University Admission

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number Of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission

SAT 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. Beginning with results reported from 2005, students receive verbal, math, and writing scores. Detailed information regarding SAT results may be found at the CDE Web site at http://www.cde.ca.gov/ds/sp/ai/. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Grade 12 Enrollment									
Percent of Grade 12 Enrollment Taking Test									
Average Verbal Score									
Average Math Score									

Average Writing Score	---	---		---	---		---	---	

College Admission Test Preparation Course Program

Indication of whether the school has a college admission test preparation course program, and if so, description of the program.

Narrative to be provided by LEA

Workforce Preparation

Description of the school's career-technical education programs and classes.

Narrative to be provided by LEA

Enrollment and Program Completion in Career-Technical Education Programs

Data reported are from the *Report of Career-Technical Education (CTE) Enrollment and Program Completion for School Year 2003-04 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Secondary (Grades 9-12) CTE Students			Grade 12 CTE Students		
Total Course Enrollment	**Number of Concentrators**	**Number of Completers**	**Completion Rate**	**Number of Completers**	**Number Earning Diploma**	**Graduation Rate**
	To be provided by LEA			***To be provided by LEA***		

XI. Fiscal and Expenditure Data

Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

Teacher and Administrative Salaries (Fiscal Year 2003-2004)

Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code Section* 41409. Detailed information regarding salaries may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/ and http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp.

	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

District Expenditures – Total and Per Student (Fiscal Year 2003-2004)

Data reported are total dollars expended in the district and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/.

District	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

Description of the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Narrative to be provided by LEA

School Accountability Report Card

Data Element Definitions and Sources 2004-05

Policy and Evaluation Division
California Department of Education
Proposed May 2005

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Contact Information

Specific Requirements

There is no legal requirement for this section; it is provided in the template as a courtesy.

Definitions

School name, principal, mailing address, phone number, Fax number, Web site address, e-mail address, and county-district-school code.

District name, superintendent, mailing address, phone number, Fax number, Web site address, e-mail address, and SARC contact.

Guidelines and Data Sources

School, district, principal, and superintendent names and addresses are provided by the California Department of Education (CDE) from the Public School Directory database, which is available at http://www.cde.ca.gov/ta/ac/sa/def04minutes.asp. The remaining contact information is to be provided by the local educational agency (LEA)/school.

LEAs should review the contact information provided by the CDE to verify that it is current and contact the CDE to make any necessary revisions.

Data provided by CDE and LEA

School Description and Mission Statement

Specific Requirements

There is no legal requirement for this section; it is provided in the template as a courtesy.

Definitions

Background information about the school, its programs, and its goals.

Guidelines and Data Sources

Information and narrative are developed by the LEA/school.

Data provided by LEA

Opportunities for Parental Involvement

Specific Requirements

Contact information pertaining to any organized opportunities for parental involvement.

Education Code Section 33126 (b)(22)

Definitions

Contact person name.

Contact person phone number.

Description of organized opportunities for parental involvement.

Guidelines and Data Sources

Information and narrative are developed by the LEA/school.

Data provided by LEA

Student Enrollment, by Grade Level

Specific Requirements

There is no legal requirement for this section; it is provided in the template as a courtesy.

Definitions

The number of students at the school in each grade level.

Guidelines and Data Sources

Data are derived from the California Basic Educational Data System (CBEDS).

A report can be generated at http://data1.cde.ca.gov/dataquest/.

Data provided by CDE

Student Enrollment, by Racial/Ethnic Subgroup

Specific Requirements

There is no legal requirement for this section; it is provided in the template as a courtesy.

Definitions

The number and percent of students at the school by racial/ethnic subgroup.

Guidelines and Data Sources

Data are derived from CBEDS.

A report can be generated at http://data1.cde.ca.gov/dataquest/.

Data provided by CDE

School Safety Plan

Specific Requirements

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.
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.

Education Code Section 32286

Definitions

The dates on which the school safety plan was last reviewed, updated, and discussed with school faculty, as well as a brief description of the key elements included in the plan.

Guidelines and Data Sources

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. This document is available for ordering from CDE Press at http://www.cde.ca.gov/re/pn/rc/. Other resources related to school safety planning are available at http://www.cde.ca.gov/ls/ss/vp/.

Data provided by LEA

School Programs and Practices that Promote a Positive Learning Environment

Specific Requirements

Classroom discipline and climate for learning.

Education Code Section 33126 (b)(11)

Definitions

List of school programs and practices that promote a positive learning environment.

Guidelines and Data Sources

Narrative is developed by the LEA/school. School programs and practices may include:

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

Data provided by LEA

Suspensions and Expulsions

Specific Requirements

Suspension and expulsion rates for the most recent three-year period.

Education Code Section 33126 (b)(11)

Definitions

For the most recent three-year period:

The numbers and rates of suspensions and of expulsions (by comparison against enrollment) reported per 100 students. Data must include district-level comparisons.

Guidelines and Data Sources

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.

Data provided by LEA

School Facility Conditions – General Information

Specific Requirements

Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair.

Education Code Section 33126 (b)(9)
Education Code sections 17002 (d), 17014, 17032.5, 17070.75 (a), 17089 (b)

Definitions

Description of the school's efforts to keep students safe on school grounds before, during, and after the school day.

Description of the degree to which the school facility supports teaching and learning.

Description of the condition and cleanliness of the school grounds, buildings, and restrooms, including the percentage of working toilets.

Description of any needed maintenance to ensure good repair as specified in statute. "Good repair" means the facility is maintained in a manner that assures that it is clean, safe, and functional as determined pursuant to an Interim Evaluation Instrument developed by the State of California Office of Public School Construction. The instrument shall not require capital enhancements beyond the standards to which the facility was designed and constructed.

This description should use the most recent available data collected by the district. The year and month in which the data were collected should also be identified.

Guidelines and Data Sources

Narrative is developed by the LEA/school.

Are students safe on school grounds before, during, and after school?

- 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)

Does the school facility support teaching and learning?

- Classroom space
- Playground space
- Space for staff

What is the condition and cleanliness of the school?

- Age of school/buildings
- Maintenance and repair
- Cleaning process and schedule for classrooms, restrooms, grounds

Examples of unacceptable summary statements on the condition of school facilities are as follows:

The district has ensured that this school has facilities that are safe, clean, and adequate, and that any needed maintenance to ensure good repair has been or will soon be completed.

For more information about the condition of this school's facilities, contact the school principal.

Examples of acceptable summary statements on the condition of school facilities are as follows:

General
The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office, at the district office, or on the Internet at [Web site address].

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings
This school has 20 classrooms, a multipurpose room, a library, and an administration building. The main campus was built in 1965. Additions were constructed in 1968 and 1972. Two portable classrooms were constructed in 1997 for Class Size Reduction. The school opened in 1990 with all portable buildings. In 1995, permanent classrooms were built. The multipurpose room was built in 1997.

Maintenance and Repair
District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule
The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office, at the district office, or on the Internet at [Web site address]. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget
The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2004-05 school year, the district has budgeted $[ ] for the deferred maintenance program. This represents [ ]% of the district's general fund budget.

Deferred Maintenance Projects (if applicable)
For the 2004-05 school year, the district's governing board has approved deferred maintenance projects for this school that will result in the replacement of the roof on the multipurpose room and the installation of a new fire alarm system for all classrooms. The district's complete deferred maintenance plan is available at the district office or on the Internet at [Web site address].

Modernization Projects (if applicable)
During the 2004-05 school year, local bond funds [Measure], and state matching funds will be used to install new air conditioning in all classrooms, provide wiring for technology, and provide for an upgraded electrical service. The work on this project is scheduled to begin in June 2005 and be completed prior to the start of the 2005-06 school year.

New School Construction Projects (if applicable)
Architectural planning for replacing five portable classrooms with permanent classrooms will begin during the 2004-05 school year. State and local bond funds will be used. The new classrooms are scheduled to be occupied by students in the 2006-07 school year.

Data provided by LEA

School Facility Conditions – Results of Inspection and Evaluation

Specific Requirements

Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair.

Education Code Section 33126 (b)(9)
Education Code sections 17002 (d), 17014, 17032.5, 17070.75 (a), 17089 (b)

Definitions

Description of any needed maintenance to ensure good repair as specified in statute. "Good repair" means the facility is maintained in a manner that assures that it is clean, safe, and functional as determined pursuant to an Interim Evaluation Instrument developed by the State of California Office of Public School Construction. The instrument shall not require capital enhancements beyond the standards to which the facility was designed and constructed.

Guidelines and Data Sources

Provide information about the determination of good repair as documented in a completed Interim Evaluation Instrument. For any item inspected and found not to be in good repair, describe the deficiency and the remedial action already taken or planned. Note the school site inspection date and the Interim Evaluation Instrument completion date.

Data provided by LEA

California Standards Tests (CST) – All Students

Specific Requirements

Pupil achievement by grade level, as measured by the Standardized Testing and Reporting (STAR) Program.

Information, in the aggregate, on student achievement at each proficiency level on the State academic assessments.

The most recent two-year trend in student achievement in each subject area and for each grade level.

In the case of a school, information that shows how the 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.

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.

The percentage of students not tested.

Education Code Section 33126 (b)(1)(A)
Public Law 107-110 Section 1111 (h)(2)(B)
Public Law 107-110 Section 1111 (h)(2)(B)(i)(I)
Public Law 107-110 Section 1111 (h)(2)(B)(i)(II)
Public Law 107-110 Section 1111 (h)(2)(B)(ii)(II)
Public Law 107-110 Section 1111 (h)(1)(C)
Public Law 107-110 Section 1111 (h)(1)(C)(iii)
Public Law 107-110 Section 1111 (h)(1)(C)(iv)

Definitions

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 the Proficient or Advanced level.

In lieu of providing grade level data and the percent of students not tested, a link to the STAR Web site may be provided in the report card.

Guidelines and Data Sources

Subject areas and grade levels for which CST data will be available and required to be included in reports prepared in the 2005-06 school year include:

- English-language arts in grades 2-11 for 2002-03, 2003-04, and 2004-05
- Mathematics in grades 2-11 for 2002-03, 2003-04, and 2004-05
- Science in grades 9-11 for 2002-03 and in grades 5 and 9-11 for 2003-04 and 2004-05.
- History-social science in grades 8 and 10-11 for 2002-03, 2003-04, and 2004-05.

Data are reported from the STAR Program and may be obtained at http://star.cde.ca.gov/.

Data provided by CDE

CST – Racial and Ethnic Subgroups

Specific Requirements

Information on student achievement at each proficiency level on the State academic assessments disaggregated by race and ethnicity.

The most recent two-year trend in student achievement in each subject area and for each grade level.

In the case of a school, information that shows how the 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.

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.

The percentage of students not tested.

Education Code Section 33126 (b)(1)(A)
Public Law 107-110 Section 1111(h)(2)(B)
Public Law 107-110 Section 1111 (h)(1)(C)
Public Law 107-110 Section 1111(h)(2)(B)(i)(I)
Public Law 107-110 Section 1111(h)(1)(C) (iv)

Definitions

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 the Proficient or Advanced level.

Data are disaggregated for specific subgroups (if they are numerically significant at the school level). These subgroups are: gender, race/ethnicity, English learner, economically disadvantaged status, students with disabilities status, and program participation in Migrant Education.

In lieu of providing grade level data and the percent of students not tested, a link to the STAR Web site may be provided in the report card.

Guidelines and Data Sources

For the most recent three-year period:

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 2001-02, 2002-03, and 2003-04
- Mathematics in grades 2-11 for 2001-02, 2002-03, and 2003-04
- Science in grades 9-11 for 2001-02 and 2002-03 and in grades 5 and 9-11 in 2003-04
- History-social science in grades 9-11 for 2001-02; and grades 8 and 10-11 for 2002-03 and 2003-04.

Data are reported from STAR and may be obtained at http://star.cde.ca.gov/.

Data provided by CDE

CST – Other Subgroups

Specific Requirements

Information on student achievement at each proficiency level on the State academic assessments disaggregated by gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.

In the case of a school, information that shows how the 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.

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.

The percentage of students not tested.

Education Code Section 33126 (b)(1)(A)
Public Law 107-110 Section 1111(h)(2)(B)
Public Law 107-110 Section 1111 (h)(1)(C)
Public Law 107-110 Section 1111(h)(2)(B)(i)(I)
Public Law 107-110 Section 1111(h)(1)(C) (iv)

Definitions

For the most recent three-year period:

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 2001-02, 2002-03, and 2003-04
- Mathematics in grades 2-11 for 2001-02, 2002-03, and 2003-04
- Science in grades 9-11 for 2001-02 and 2002-03 and in grades 5 and 9-11 in 2003-04
- History-social science in grades 9-11 for 2001-02; and grades 8 and 10-11 for 2002-03 and 2003-04.

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 the Proficient or Advanced level.

Data are disaggregated for specific subgroups (if they are numerically significant at the school level). These subgroups are: gender, English learner, economically disadvantaged status, students with disabilities status, and program participation in Migrant Education.

In lieu of providing grade level data and the percent of students not tested, a link to the STAR Web site may be provided in the report card.

Guidelines and Data Sources

For the most recent three-year period:

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 2001-02, 2002-03, and 2003-04
- Mathematics in grades 2-11 for 2001-02, 2002-03, and 2003-04
- Science in grades 9-11 for 2001-02 and 2002-03 and in grades 5 and 9-11 in 2003-04
- History-social science in grades 9-11 for 2001-02; and grades 8 and 10-11 for 2002-03 and 2003-04.

Data are reported from STAR and may be obtained at http://star.cde.ca.gov/.

Data provided by CDE

Norm-Referenced Test (NRT) – All Students

Specific Requirements

Pupil achievement by grade level, as measured by the Standardized Testing and Reporting (STAR) Program.

Education Code Section 33126 (b)(1)(A)

Definitions

For the most recent three-year period:

Data are provided for math and reading for each grade level as the percentage of students taking the state-approved norm-referenced test that scored at or above the 50th percentile.

Guidelines and Data Sources

Reading and mathematics results from the NRT adopted by the State Board of Education (this was the Stanford 9 test until 2002, but was changed to the California Achievement Test, Sixth Edition in 2003) are reported 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. Data are reported for 2003, 2004, and 2005.

In lieu of providing grade level data, a link to the STAR Web site may be provided to the reader, where these data are available.

Data are reported from STAR and may be obtained at http://star.cde.ca.gov/.

Data provided by CDE

NRT – Racial and Ethnic Subgroups

Specific Requirements

Pupil achievement by grade level, as measured by the Standardized Testing and Reporting (STAR) Program.

Education Code Section 33126 (b)(1)(A)

Definitions

For the most recent three-year period:

Data are provided for math and reading, disaggregated for racial and ethnic subgroups (if they are numerically significant at the school level), as the percentage of students taking the state-approved norm-referenced test that scored at or above the 50th percentile.

In lieu of providing grade level data, a link to the STAR Web site may be provided to the reader, where these data are available.

Guidelines and Data Sources

Data are reported from STAR and may be obtained at http://star.cde.ca.gov/.

Data provided by CDE

NRT – Other Subgroups

Specific Requirements

Pupil achievement by grade level, as measured by the Standardized Testing and Reporting (STAR) Program.

Education Code Section 33126 (b)(1)(A)

Definitions

For the most recent three-year period:

Data are provided for math and reading, disaggregated for specific subgroups (if they are numerically significant at the school level) as the percentage of students taking the state-approved norm-referenced test that scored at or above the 50th percentile. These subgroups are: gender, English learner, economically disadvantaged status, students with disabilities status (as defined by STAR), and program participation in Migrant Education.

In lieu of providing grade level data, a link to the STAR Web site may be provided to the reader, where these data are available.

Guidelines and Data Sources

Data are reported from STAR and may be obtained at http://star.cde.ca.gov/.

Data provided by CDE

Local Assessments

Specific Requirements

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.

Education Code Section 33126 (b)(1)(B)

Definitions

For the most recent three-year period:

Data are to be provided by grade level for reading, writing, and mathematics, as the percentage of students achieving at the proficient level (either meeting or exceeding the standard).

Guidelines and Data Sources

If the school is using a local assessment tool, the results of the assessment should be reported for any grade levels for which there are data and a brief description of the assessment tool should be included.

Data provided by LEA

California Physical Fitness Test

Specific Requirements

Pupil achievement on a statewide physical fitness assessment, by grade level.

Education Code Section 33126 (b)(1)(C)

Definitions

For the most recent year reported:

The percentage of students scoring in the healthy fitness zone on all six fitness standards reported by total and disaggregated by gender.

Data are to be reported for the school and include district and statewide results for comparison purposes.

Guidelines and Data Sources

Note: *Education Code* Section 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.

Data provided by CDE

Schoolwide Academic Performance Index (API)

Specific Requirements

The Academic Performance Index, including the disaggregation of subgroups, the decile rankings, and a comparison of schools.

Aggregate information on any other indicators used by the State to determine the adequate yearly progress of students in achieving State academic achievement standards.

Education Code Section 33126 (b)(18)
Education Code Section 52056 (a)
Public Law 107-110 Section 1111(h)(1)(C)(v)
Public Law 107-110 Section 1111(h)(2)(B)(i)(I)

Definitions

For the most recent three-year period:

- The percentage of students tested at the school
- The API Base score
- The schoolwide growth target
- The school's statewide API rank (range: 1-10)
- The school's similar schools rank (range: 1-10)
- The schoolwide API Growth score
- Actual growth

Guidelines and Data Sources

This item is a requirement of both State law and NCLB. For federal accountability purposes, California uses the API to meet the Adequate Yearly Progress (AYP) requirement for an additional indicator.

Data are reported from the API and may be obtained at http://www.cde.ca.gov/ta/ac/ap/.

Data provided by CDE

API – Racial and Ethnic Subgroups

Specific Requirements

The Academic Performance Index (API), including the disaggregation of subgroups, the decile rankings, and a comparison of schools.

Aggregate information on any other indicators used by the State to determine the adequate yearly progress of students in achieving State academic achievement standards.

Education Code Section 33126 (b)(18)
Education Code Section 52056 (a)
Public Law 107-110 Section 1111(h)(1)(C)(v)
Public Law 107-110 Section 1111(h)(2)(B)(i)(I)

Definitions

For the most recent three-year period, subgroup scores for specific racial and ethnic groups defined for the API (if numerically significant), including the subgroup growth target, the API Base score, the API Growth score, the growth target, and the actual growth.

Guidelines and Data Sources

This item is a requirement of both State law and NCLB. For federal accountability purposes, California uses the API to meet the Adequate Yearly Progress (AYP) requirement for an additional indicator.

Data are reported from the API and may be obtained at http://www.cde.ca.gov/ta/ac/ap/.

Data provided by CDE

API – Socioeconomically Disadvantaged Subgroup

Specific Requirements

The Academic Performance Index (API), including the disaggregation of subgroups, the decile rankings, and a comparison of schools.

Aggregate information on any other indicators used by the State to determine the adequate yearly progress of students in achieving State academic achievement standards.

Education Code Section 33126 (b)(18)
Education Code Section 52056 (a)
Public Law 107-110 Section 1111(h)(1)(C)(v)
Public Law 107-110 Section 1111(h)(2)(B)(i)(I)

Definitions

For the most recent three-year period, subgroup score for the socioeconomically disadvantaged sub groups defined for the API (if numerically significant), including the API Base score, the API Growth score, the growth target, and the actual growth.

Guidelines and Data Sources

This item is a requirement of both State law and NCLB. For federal accountability purposes, California uses the API to meet the Adequate Yearly Progress (AYP) requirement for an additional indicator.

Data are reported from the API and may be obtained at http://www.cde.ca.gov/ta/ac/ap/.

Data provided by CDE

State Award and Intervention Programs

Specific Requirements

Whether the school qualified for the Immediate Intervention/Underperforming Schools (II/USP) Program pursuant to *Education Code* Section 52053 and whether the school applied for and received a grant pursuant to that program.

Whether the school qualifies for the Governor's Performance Award Program.

Education Code Section 33126 (b)(19)
Education Code Section 33126 (b)(20)

Definitions

Indication of whether the school qualified for the II/USP pursuant to *Education Code* Section 52053, whether the school applied for and received a grant pursuant to that program, and whether the school qualifies for the Governor's Performance Award Program.

Guidelines and Data Sources

Data are reported from the API and may be obtained at http://www.cde.ca.gov/ta/sr/gp/.

Data provided by CDE

Overall Adequate Yearly Progress (AYP) Status – All Criteria

Specific Requirements

Information on the performance of local educational agencies in the state regarding making adequate yearly progress (AYP).

Public Law 107-110 Section 1111(h)(1)(C)(vii)
Public Law 107-110 Section 1111(h)(2)(B)(i)(I)

Definitions

Indication of whether the school and the LEA have met AYP requirements overall.

Guidelines and Data Sources

NCLB requires that all students perform at or above the proficient level on the state's standards-based assessment by 2014. Prior to 2014, to achieve this goal and meet annual requirements for improved performance, schools and districts must improve each year according to set requirements. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used.

Data are reported from the AYP and may be obtained http://www.cde.ca.gov/ta/ac/ay/.

Data provided by CDE

AYP Status by Group – Participation Rates and Proficiency Levels

Specific Requirements

Information on the performance of local educational agencies in the state regarding making adequate yearly progress (AYP).

Public Law 107-110 Section 1111(h)(1)(C)(vii)
Public Law 107-110 Section 1111(h)(2)(B)(i)(I)

Definitions

Indication of whether the school and the LEA have met AYP requirements for participation rates and proficiency levels for each of the following subgroups: race/ethnicity, socioeconomically disadvantaged status, English learner, and students with disabilities status (as defined for AYP).

Guidelines and Data Sources

NCLB requires that all students perform at or above the proficient level on the state's standards-based assessment by 2014. Prior to 2014, to achieve this goal and meet annual requirements for improved performance, schools and districts must improve each year according to set requirements. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used.

Data are reported from the AYP and may be obtained at http://www.cde.ca.gov/ta/ac/ay/.

Data provided by CDE

Federal Intervention Program

Specific Requirements

In the case of a school, whether the school has been identified for school improvement.
In the case of a local educational agency, the number and percentage of schools identified for school improvement and how long the schools have been so identified.

Public Law 107-110 Section 1111(h)(2)(B)(i)(I)
Public Law 107-110 Section 1111(h)(2)(B)(ii)(I)

Definitions

Indication of whether the school has been identified for Title I Program Improvement (PI) and if so, the first year of PI implementation, the year in PI (implementation level), and the year in which the school exited PI, if applicable.

Indication of whether the district has been identified for PI and if so, the first year of PI implementation, the year in PI (implementation level), the year in which the district exited PI, if applicable, and the number and percent of the district's schools currently in PI.

Guidelines and Data Sources

LEAs were first identified for PI in 2004-05 based on AYP determinations for 2003-04. Only schools and districts receiving Title I funding are eligible for PI identification and interventions.

The percent of a district's schools in PI is based on the number schools in PI divided by the total number of Title I schools in the district. Direct-funded charter schools are not included in the district figures.

Additional information and data regarding PI may be obtained at http://www.cde.ca.gov/ta/ac/ay/.

Data provided by CDE

California High School Exit Examination

Specific Requirements

The percentage of pupils, including the disaggregation of subgroups, completing grade 12 who successfully pass the high school exit examination as compared to the percentage of pupils in the district and statewide completing grade 12 who successfully pass the examination.

Education Code Section 33126 (b)(21)

Definitions

Data from the California High School Exit Examination are not required to be reported until 2006 when the first complete set of results is available for a graduating class.

Guidelines and Data Sources

Information about the California High School Exit Exam may be obtained at http://www.cde.ca.gov/ta/tg/hs/.

Dropout Rates and Graduation Rates

Specific Requirements

Progress toward reducing dropout rates, including the one-year dropout rate listed in the CBEDS 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.

Education Code Section 33126 (b)(2)
PL 107-110 Section 1111(h)(1)(C) (vi)
PL 107-110 Section 1111(h)(2)(B)(i)(I)

Definitions

For the most recent three-year period, data provided regarding progress toward reducing dropout rates include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate listed in the CBEDS.

The formula for the one-year dropout rate is: (Grades 9-12 Dropouts/Grades 9-12 Enrollment) x 100.

Until statewide student-level longitudinal data are available, data reported regarding graduation rates will be reported in accordance with the formula negotiated with the United States Department of Education pursuant to NCLB.

The NCLB graduation rate approved for California is a high school four-year completion rate. The rate is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, respectively, in consecutive years, plus the number of high school graduates. The rate incorporates four years of data and thus is an estimated cohort rate. Put simply, this rate asks, "of those students who have left school, what proportion have done so as graduates?" If a hypothetical graduating class began as 9th graders in Year 1, this four-year "graduation" rate would look like:

(High school graduates Year 4) divided by {dropouts (Grade 9 Year 1 + Grade 10 Year 2 + Grade 11 Year 3 + Grade 12 Year 4) + high school graduates Year 4}

Guidelines and Data Sources

State certification/release dates for dropout data occur too late for inclusion of 2004-05 data with other data from that year. Therefore, 2003-04 data are used for SARCs prepared during 2005-06.

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.

Data provided by CDE

Average Class Size and Class Size Distribution

Specific Requirements

Progress toward reducing class sizes and teaching loads, including the distribution of class sizes at the school site by grade level and the average class size by grade level.

Education Code Section 33126 (b)(4)

Definitions

For the most recent three-year period, as defined by CBEDS:

- Distribution of class sizes at the school site by grade level.
- Average class size by grade level.
- For schools/grades organized into self-contained classrooms (e.g., grades kindergarten through 6 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.

Guidelines and Data Sources

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.

Data provided by CDE

Average Teaching Load and Teaching Load Distribution

Specific Requirements

Progress toward reducing teaching loads, including the distribution of class sizes at the school site and the average class size.

Education Code Section 33126 (b)(4)

Definitions

For the most recent three-year period, as defined by CBEDS:

- Distribution of class sizes at the school site by subject taught.
- Average class size by subject taught.
- For secondary 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.

Guidelines and Data Sources

Note: CBEDS calculation of the average class size by subject taught, and the class size distribution by subject taught, excludes classrooms of 50 or more students.

For schools/grades organized into self-contained classrooms (e.g., grades kindergarten through 6 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.

Data provided by CDE

Class Size Reduction

Specific Requirements

The percentage of pupils in kindergarten and grades 1 to 3, inclusive, participating in the Class Size Reduction Program for the most recent three-year period.

Education Code Section 33126 (b)(4)

Definitions

For the most recent three-year period, the percent of students in grades K-3, inclusive, participating in the Class Size Reduction Program.

Guidelines and Data Sources

Data provided by LEA

Core Academic Courses Taught by NCLB Compliant Teachers

Specific Requirements

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 means schools in the top quartile of poverty and the bottom quartile of poverty in the state.

Public Law 107-110 Section 1111(h)(1)(C)(viii)

Definitions

NCLB requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that to be designated as highly qualified, a teacher must meet the following three criteria:

- Possession of a Bachelor's degree;
- Possession of an appropriate California teaching credential;
- Demonstrated core academic subject area competence by means of exam, coursework, advanced certification, or completion of the California High Objective Uniform State Standard of Evaluation (HOUSSE) in the subject area being taught.

NCLB defines core academic subject areas as: English, reading/language arts, mathematics, science, foreign languages, civics/government, economics, arts, history, and geography. Elementary school teachers must demonstrate competence in reading, writing, mathematics, and other core academic subject areas of the elementary school curriculum.

For the school and the LEA, the percent of classes in core academic subjects (as defined by NCLB) taught by highly qualified teachers.

For the school and the LEA, the percent of classes in core academic subjects areas (as defined by NCLB) taught by highly qualified teachers, disaggregated by high-poverty compared to low-poverty schools.

Guidelines and Data Sources

Additional information about NCLB definitions, requirements, and procedures pertaining to highly qualified teachers are contained in the "March 1, 2004 NCLB Teacher Requirement Resource Guide" available at http://www.cde.ca.gov/nclb/sr/tq/.

Data are reported on the Consolidated Application. Information about the Consolidated Application is available at http://www.cde.ca.gov/fg/aa/co/.

Data provided by CDE

Teacher Credentials

Specific Requirements

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.

The professional qualifications of teachers in the local educational agency and the school and the percentage of such teachers teaching with emergency or provisional credentials.

Education Code Section 33126 (b)(5)
Public Law 107-110 Section 1111(h)(1)(C)(viii)
Public Law 107-110 Section 1111(h)(2)(B)

Definitions

For the most recent three-year period:

- Total number of teachers
- Full credential
- Teaching outside subject area (fully credentialed teaching outside subject area)
- Teachers in alternative routes to certification (district and university internships)
- Pre-internship
- Emergency permits (not qualified for a credential or internship but meeting minimum requirements)
- Teachers with waivers (does not have credential and does not qualify for an Emergency Permit)

Guidelines and Data Sources

Data are derived from the CBEDS Professional Assignment Information Form, except for data regarding the assignment of teachers outside their subject areas of competence that must be determined from local data sources.

A report can be generated at http://data1.cde.ca.gov/dataquest/.

Teaching outside subject area of competence is, in most instances, a subset of total teacher misassignments (see data definition for Teacher Misassignments).

Teaching Outside Subject Area data provided by LEA

All other data provided by CDE

Teacher Misassignments

Specific Requirements

The total number of teacher misassignments, including misassignments of teachers of English learners, for the most recent three-year period.

Education Code Section 33126 (b)(5)

Definitions

For the two most recent years and for the current school year, if available, the total number of teacher misassignments, including misassignments of teachers of English learners (the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold).

The number of misassignments of teachers of English learners is to be reported as both a subtotal and as part of total teacher misassignments.

In addition to misassignments of teachers of English learners, total misassignments to be reported include the assignment of employees to services positions for which the employee does not hold the required certificate, credential, or other statutory authorization. These services areas, for which the California Commission on Teacher Credentialing issues credentials, include Administrative Services, Pupil Personnel Services, Clinical/Rehabilitative Services, Library Media Services, and School Nurse or Other Health Services.

Guidelines and Data Sources

Misassignment data should be available in the LEA's personnel office.

Data provided by LEA

Teacher Education Level

Specific Requirements

The professional qualifications of teachers in the local educational agency and the school.

Public Law 107-110 Section 1111(h)(1)(C)(viii)
Public Law 107-110 Section 1111(h)(2)(B)

Definitions

The percentage of teachers by education level (i.e., Doctorate, Master's Degree plus 30 or more semester hours, Master's Degree, Bachelor's Degree plus 30 or more semester hours, Bachelor's Degree, less than Bachelor's Degree).

Guidelines and Data Sources

Data are derived from the CBEDS Professional Assignment Information Form. A report can be generated at http://data1.cde.ca.gov/dataquest/.

Data provided by CDE

Vacant Teacher Positions

Specific Requirements

The total number of the school's vacant teacher positions for the most recent three-year period.

Education Code Section 33126 (b)(5)

Definitions

For the two most recent years and for the current school year, if available, the total number of the school's vacant teacher positions (the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester).

"Beginning of the year or semester" means the first day of classes necessary to serve all the students enrolled, are established, but not later than 20 days after the first day students attend classes for that semester.

Guidelines and Data Sources

Vacant teacher position data should be available in the LEA's personnel office.

Data provided by LEA

Teacher Evaluations

Specific Requirements

Adequacy of teacher evaluations and the opportunities for professional improvement, including the annual number of school days dedicated to staff development for the most recent three-year period.

Education Code Section 33126 (b)(10)

Definitions

Description of the procedures and criteria for teacher evaluations.

Guidelines and Data Sources

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?

How often are teachers evaluated?

- Differences among tenured, probationary, and emergency-permit teachers
- Special/unscheduled evaluations

What are the evaluation criteria?

- Differences among tenured, probationary, and emergency-permit teachers
- Specified versus open

Who gets the results of teacher evaluations?

- Confidentiality
- Satisfactory versus in need of improvement versus unsatisfactory

Data provided by LEA

Substitute Teachers

Specific Requirements

Availability of qualified substitute teachers.

Education Code Section 33126 (b)(8)

Definitions

Statement regarding whether the school has had any difficulties in securing qualified substitute teachers and if so, a statement regarding whether the lack of available qualified substitute teachers has had an impact upon the instructional program.

Guidelines and Data Sources

Narrative is developed by the LEA/school.

Data provided by LEA

Counselors and Other Support Staff

Specific Requirements

The availability of qualified personnel to provide counseling and other pupil support services.

Education Code Section 33126 (b)(7)

Definitions

Full-time equivalent (FTE) and type of counselors and other support personnel.

Guidelines and Data Sources

Data are derived from the CBEDS Professional Assignment Information Form.

A report can be generated at http://data1.cde.ca.gov/dataquest/. (Assignment data from this site may differ from the data contained in the SARC.)

Data provided by CDE

Academic Counselors

Specific Requirements

The ratio of academic counselors per pupil.

Education Code Section 33126 (b)(7)

Definitions

Full-time equivalent (FTE) number of academic counselors and the ratio of students per academic counselor.

Guidelines and Data Sources

Data are derived from the CBEDS Professional Assignment Information Form.

A report can be generated at http://data1.cde.ca.gov/dataquest/. (Assignment data from this site may differ from the data contained in the SARC.)

Data provided by CDE

School Instruction and Leadership

Specific Requirements

Quality of school instruction and leadership.

Education Code Section 33126 (b)(13)

Definitions

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.

Instruction: Description of the instructional program for all students, the support and services available for students with special needs, and the process for monitoring student progress toward standards.

Guidelines and Data Sources

Narrative is developed by the LEA/school.

What are the experience and tenure of the principal?

How does the administrator involve parents and staff in decision-making?

Does the school have a "recognized" leadership team? If yes:

- Members
- Purpose/roles and responsibilities

What is the instructional program for all students?

- Instructional focus (schoolwide)
- Standards-based instruction
- Access to core curriculum

What support and services are available for students with special needs?

- GATE students
- At-risk students
- English-language learners
- Students with disabilities
- After-school programs
- Tutoring
- Peer tutoring

How do we know how students are doing?

- Processes for monitoring student performance and progress
- Reporting student progress to staff, students, parents, the school community

Data provided by LEA

Professional Development

Specific Requirements

Teacher and staff training, and curriculum improvement programs.

Education Code Section 33126 (b)(12)

Definitions

Description of how teachers and staff are trained for instructional improvement.

The number of days for professional development and continuous professional growth.

Guidelines and Data Sources

Narrative is developed by the LEA/school.

How do teachers and staff participate in staff development to help them improve instruction?

- 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)

List the primary/major areas of focus of staff development and specify how they were selected. (For example, were student achievement data used to determine the need for professional development in reading instruction?)

What are the methods by which professional development is delivered (for example, after-school workshops, conference attendance, individual mentoring)?

How are teachers supported during implementation (for example, through in-class coaching, teacher-principal meetings, and student performance data reporting)?

Data provided by LEA

Quality and Currency of Standards-Aligned Textbooks and Other Instructional Materials

Specific Requirements

The quality and currency of standards-aligned textbooks and other instructional materials, which 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 which are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.

Education Code Section 33126 (b)(6)

Definitions

List of the textbooks/instructional materials used in the core subjects (English-language arts, mathematics, science, and history-social science), including:

- 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.

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.

Description of how each student has access to current, standards-based textbooks and other instructional materials.

Guidelines and Data Sources

List and narrative are developed by the LEA/school.

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:

- What are the reasons?
- What is being done or planned to provide such access?

Data provided by LEA

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

Specific Requirements

For each pupil, including English learners, the availability of sufficient standards-aligned textbooks and other instructional materials, which 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 which are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education, in the core curriculum areas of reading/language arts, mathematics, science, and history-social science; foreign language and health; and science laboratory equipment for grades 9 to 12, inclusive, as appropriate.

Education Code Section 33126 (b)(6)(B)
Education Code Section 60119 (c)

Definitions

A description of the extent to which each pupil, including English learners, has a standards-aligned (grades K-12) and state-adopted (grades K-8) or locally-adopted (grades 9 to 12, inclusive) textbook or instructional materials, or both, to use in class and to take home to complete required homework assignments. Two sets of textbooks or instructional materials for each pupil are not required. Photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage are not statutorily deemed to be sufficient.

This description should use the most recent available data collected by the district. The year and month in which the data were collected should also be identified.

Guidelines and Data Sources

Data provided by LEA

Instructional Minutes

Specific Requirements

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 that are required by state law, separately stated for each grade level.

Education Code Section 33126 (b)(15)

Definitions

List of 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.

Guidelines and Data Sources

Instructional minutes requirements are governed by *Education Code* Section 46201.

On-campus passing times between classes (up to 10 minutes) are considered part of the total of instructional minutes.

Data provided by LEA

Continuation School Instructional Days

Specific Requirements

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 that are required by state law, separately stated for each grade level.

Education Code Section 33126 (b)(15)

Definitions

For a continuation school, list of the total number of instructional days offered per school year, by grade level for grades 9 to 12, with each instructional day containing at least 180 instructional minutes.

Guidelines and Data Sources

On-campus passing times between classes (up to 10 minutes) are considered part of the total of instructional minutes.

The statute governing instructional minutes at a continuation school is *Education Code* Section 46170.

Data provided by LEA

Minimum Days in School Year

Specific Requirements

The total number of minimum days in the school year, as specified in *Education Code* Sections 46112, 46113, 46117, and 46141.

Education Code Section 33126 (b)(16)

Definitions

Statement regarding the total number of days in the most recent school year that students attended school on a shortened day schedule (less than a regular school day).

Description of the reasons for the shortened day schedule.

Guidelines and Data Sources

Information and narrative are developed by the LEA/school.

Data provided by LEA

Advanced Placement/International Baccalaureate Courses Offered

Specific Requirements

The number of Advanced Placement (AP) courses offered, by subject.

Education Code Section 33126 (b)(17)

Definitions

The number of AP and/or International Baccalaureate (IB) courses and classes offered, and the enrollment in AP and IB courses, by subject.

Guidelines and Data Sources

Data are reported from CBEDS.

A report may be generated at http://data1.cde.ca.gov/dataquest/.

Data provided by CDE

Students Enrolled in Courses Required for University of California (UC) and/or California State University (CSU) Admission

Specific Requirements

For secondary schools, the percentage of graduates who have enrolled in courses required for entrance to the University of California (UC) and the California State University (CSU).

Education Code Section 33126 (b)(23)

Definitions

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 CSU admission (a duplicated count) by the total number of pupils in all courses (also a duplicated count) for the most recent year.

Note: Students are counted more than once to account for each course overall in which the student is enrolled and to account for cases where a particular student is enrolled in more than one course required for UC and/or CSU admission. As a result of these duplicated counts, the number of students enrolled in all courses will, and the number students enrolled in courses required for UC and/or CSU admission may, exceed the actual student enrollment figure for the school.

Guidelines and Data Sources

Data are reported from CBEDS.

A report may be generated at http://data1.cde.ca.gov/dataquest/.

Data provided by CDE

Graduates Who Have Completed All Courses Required for University of California (UC) and/or California State University (CSU) Admission

Specific Requirements

For secondary schools, the percentage of graduates who have passed courses required for entrance to the University of California (UC) and the California State University (CSU).

Education Code Section 33126 (b)(23)

Definitions

The percentage of graduates is equal to the number of graduates who have passed course requirements for UC and/or CSU admission divided by the school's CBEDS total graduates for the most recent year.

Guidelines and Data Sources

Data are reported from CBEDS.

A report may be generated at http://data1.cde.ca.gov/dataquest/.

Data provided by CDE

SAT Reasoning Test

Specific Requirements

Secondary schools with high school seniors shall list both the average verbal and math Scholastic Assessment Test (SAT) scores to the extent provided to the school and the percentage of seniors taking that exam for the most recent three-year period.

Education Code Section 33126 (b)(1)(D)

Definitions

For the most recent three-year period:

Grade 12 enrollment from CBEDS, percent of students taking the SAT Reasoning Test, and the average verbal and average math score compared to the district and state average.

Beginning in 2005, the data reported should also include the average writing score.

Guidelines and Data Sources

Some schools may wish to include American College Test (ACT) results in addition to those from the SAT Reasoning Test.

SAT Reasoning Test results may be found at http://www.cde.ca.gov/ds/sp/ai/.

ACT results may be found at http://www.cde.ca.gov/ds/sp/ai/.

Data provided by CDE

College Admission Test Preparation Course Program

Specific Requirements

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

Education Code Section 33126 (b)(24)

Definitions

Indicate whether the school has a college admission test preparation course program, and if so, describe the program.

Guidelines and Data Sources

Narrative is developed by the LEA/school.

Data provided by LEA

Workforce Preparation

Specific Requirements

The degree to which pupils are prepared to enter the workforce.

Education Code Section 33126 (b)(14)

Definitions

Description of:

- 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

Guidelines and Data Sources

Description of the size and scope of the career-technical education programs (CTE) and courses offered:

- Directly at the school
- Through Regional Occupational Centers and Programs (ROCPs)
- In Partnership Academies and career academies
- In Specialized Secondary Programs, etc.

Description of how these programs and classes support academic achievement, as evidenced by:

- 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

Description of steps the school takes to assure equitable access and successful outcomes for all students in CTE programs and courses by:

- 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

Description of the outcomes or criteria used to measure CTE program and course effectiveness, such as:

- 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

Additional guidance for reporting on this data element may be obtained at http://www.cde.ca.gov/ci/ct/pk/.

Data provided by LEA

Enrollment and Program Completion in Career-Technical Education Programs

Specific Requirements

The degree to which pupils are prepared to enter the workforce.

Education Code Section 33126 (b)(14)

Definitions

Provide enrollment, concentration, and completion data on all career-technical education (CTE) programs and classes, including academic and skills achievement, as reported in Carl D. Perkins Vocational and Technical Education Act program data.

Guidelines and Data Sources

Statistical data may be found in the annual *Report of Career-Technical Education Enrollment and Program Completion*.

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.

Additional guidance for reporting on this data element may be obtained at http://www.cde.ca.gov/ci/ct/pk/.

Data provided by LEA

Teacher and Administrative Salaries

Specific Requirements

The beginning, median, and highest salary paid to teachers in the district, as reflected in the district's salary scale.

The statewide average salary for the appropriate size and type of district for the beginning, midrange, and highest salary paid to teachers.

The average salary for school site principals in the district, by school type.

The statewide average salary for the appropriate size and type of district for school site principals.

The salary of the district superintendent.

The statewide average salary for the appropriate size and type of district for district superintendents.

The percentage allocated under the district's corresponding fiscal year expenditures for the salaries of teachers.

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.

The percentage allocated under the district's corresponding fiscal year expenditures for the salaries of administrative personnel.

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.

Education Code Section 41409.3 (a)
Education Code Section 41409.3 (b)
Education Code Section 41409.3 (c)
Education Code Section 41409.3 (d)(1)
Education Code Section 41409.3 (d)(2)
Education Code Section 41409.3 (d)(3)
Education Code Section 41409.3 (e)
Education Code Section 41409.3 (f)
Education Code Section 41409.3 (g)
Education Code Section 41409.3 (h)

Definitions

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.

The average annualized salary for school site principals reported on CDE Form J-90.

The district superintendent's annualized salary reported on CDE Form J-90.

Statewide salary averages for teachers, principals, and superintendents are derived from information collected on CDE Form J-90. The averages reflect only those salaries in school districts that submitted Form J-90. A weighting methodology was used to determine average paid salaries.

The percentage of a district budget for teacher salaries is California Accounting Manual Object of Expenditure Account 1100 divided by total general fund accounts 1000 through 7999.

The statewide average for a district's percent of budget for teacher salaries is defined in object of expenditure classification 1100 of the California School Accounting Manual.

The percentage of the district budget for administrative salaries is 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.

The statewide average for a district's percent of budget for administrative salaries is 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 California School Accounting Manual.

Definitions 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 California Department of Education.

Guidelines and Data Sources

State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2004-05 data in most cases. Therefore, 2003-04 data are used for School Accountability Report Cards prepared during 2005-06.

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.

With respect to teacher salary data in particular:

- 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 the district would have paid a teacher in the appropriate category.

Additional information regarding the calculation of average salary data may be obtained at http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp and http://www.cde.ca.gov/ds/fd/cs.

Data provided by CDE

District Expenditures – Total and Per Student

Specific Requirements

Estimated expenditures per pupil.

Education Code Section 33126 (b)(3)

Definitions

Total district expenditures from the General Fund as well as categorical funds, district average expenditures per pupil, state average expenditures per pupil for districts in the same category, and state average expenditures per pupil for all districts.

Guidelines and Data Sources

Schools may wish to provide additional site-specific information if the school's site expenditures differ significantly from the district average (e.g., due to the receipt of particular grants or participation or the lack of participation in certain categorical programs).

Data provided by CDE

Types of Services Funded

Specific Requirements

Types of services funded.

Education Code Section 33126 (b)(3)

Definitions

Description of the programs and supplemental services that are provided at the school either through categorical funds or other sources.

Guidelines and Data Sources

Narrative should be developed by the LEA/school that provides specific information about the types of programs and services available at the school that support and assist students.

Data provided by LEA

ITEM #18

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

SUBJECT	
Revised Uniform Complaint Procedures (UCP) Regulations: Proposed Title 5 Regulations – Approve proposed amendments and circulate for a Second 15-Day Public Comment Period.	☒ **Action** ☒ **Information** ☐ **Public Hearing**

RECOMMENDATION

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

- Approve the proposed amendments.
- Direct that the proposed amendments be circulated for a Second 15-Day Public Comment Period in accordance with the Administrative Procedure Act.
- If no public comments are received during the Second 15-Day Public Comment Period, CDE shall complete the rulemaking package and submit the amended regulations to the Office of Administrative Law for approval.
- If public comments are received during the Second 15-Day Public Comment Period, CDE shall place the amended regulations on the agenda of the State Board's meeting in July 2005 for action following consideration of comments received.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In November 2004, the SBE released for public comment, revised regulations for the uniform complaint procedures. The proposed revision would have updated the regulations to be consistent with the federal code of regulations (adopted in 1997 after the uniform complaint procedures were enacted in 1991), update terminology and the specific groups that receive civil rights' protections in discrimination complaints according to federal and state law, and more accurately reflect the complaint process at the local level and the appeal process at the state level. Additionally, the settlement in the Williams Case (September 2004) resulted in new Education Code sections that necessitate revisions to the UCP regulations.

Substantive comment was received during the public comment period and during a follow-up discussion (in February) with the entities that provided the public comment. CDE and SBE staff worked together to create revised regulations based on this public input.

In March 2005, the SBE directed that the proposed amendments to the regulations be circulated for a 15-day public comment period in accordance with the Administrative Procedure Act. Substantive comment was received during the public comment period.

SUMMARY OF KEY ISSUES

During the 15-day Public Comment Period, comments were received from multiple constituencies.

In response to public comments, CDE recommends the following substantive changes.

SECTION 4000(q)	Add “direct-funded charters” to definition “local educational agency.”
SECTION 4622	Add “appropriate private school officials or representatives.”
SECTION 4682	Add the following information as subdivision (b): A complaint regarding a teacher vacancy or misassignment shall identify (1) the course or grade level in which the teacher vacancy or misassignment exists; (2) the specific nature of the vacancy or misassignment as specified in subdivision (a); and (3) if it is a misassignment, the name of the teacher misassigned. Add the following information as subdivision (c): A complaint may include as much text to explain the teacher vacancy or misassignment as complainant feels necessary. A complaint may contain more than one allegation of teacher vacancy or misassignment.

The following subdivisions had non-substantive changes:

SECTION 4621(c)

SECTION 4630(a)

SECTION 4650 (a)(6), (a)(7), (a)(7)(A), and (D)

SECTION 4662 (title)

SECTION 4680

SECTION 4681(c)

SECTION 4682(c)

SECTION 4683(b)

FISCAL ANALYSIS

The Economic and Fiscal Impact Statement concludes that the proposed regulations make non-substantive changes to the current regulations and require new activities that potentially create reimbursable costs. Amended activities mandated under state and federal statute do not constitute a state mandated local cost. Four new sections of the regulations, 4680, 4684, 4685 and 4686, were enacted due to the Williams Case Settlement require new activities as mandated under state statute (*Education Code* sections 33031 and 35186) and, therefore, do not create any mandated costs.

ATTACHMENTS

Attachment 1: Revised Title 5. Education, Division 1. California Department of Education, Chapter 5.1, Uniform Complaint Procedures (34 pages).

Title 5. EDUCATION

Division 1. California Department of Education

Chapter 5.1. Uniform Complaint Procedures

Subchapter 1. Complaint Procedures

Article 1. Definitions

Amend § 4600 to read:

§ 4600. General Definitions.

As used in this Chapter, the term:

(a) "Age" means a person's chronological age from birth. However, age shall not apply to admission into or access to programs and activities in primary or secondary educational institutions where such educational institution may use age or grade level as a bona fide criteria.

(b)~~(a)~~ "Appeal" means a request made in writing to a level higher than the original reviewing level by an aggrieved party requesting reconsideration or a reinvestigation of the lower adjudicating body's decision.

(c) "Beginning of the year or semester" means the first day ~~of~~ classes necessary to serve all the students enrolled are established with a single designated certificated employee assigned for the duration of the class, **but not later than 20** working **days after the first day students attend classes for that semester.**

(d)~~(b)~~ "Complainant" means any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination in programs and activities funded directly by the state or receiving any financial assistance from the state.

(e)~~(c)~~ "Complaint" means a written and signed statement alleging a violation of ~~a~~ federal or state laws or regulations, which may include an allegation of unlawful discrimination. If the complainant is unable to put the complaint in writing, due to conditions such as a disability or illiteracy ~~or other handicaps~~, the public agency shall assist the complainant in the filing of the complaint.

(f)~~(d)~~ "Complaint ~~I~~investigation" means an administrative process used by the

Department or local educational agency for the purpose of gathering data regarding the complaint.

(g)~~**(e)**~~ "Complaint ~~P~~procedure" means an internal process used by the Department or local educational agency to process and resolve complaints.

(h)~~**(f)**~~ "Compliance ~~A~~agreement" means an agreement between the Department and a local educational agency, following a finding of noncompliance by the Department, developed by the local educational agency and approved by the Department to resolve the noncompliance.

(i)~~**(g)**~~ "Days" means calendar days unless designated otherwise.

(j)~~**(h)**~~ "Department" means the California Department of Education.

(k)~~**(i)**~~ "Direct ~~S~~state ~~I~~intervention" means the steps taken by the Department to initially investigate complaints or effect compliance.

(l)~~**(j)**~~ "Educational institution" means a public or private preschool, elementary, or secondary school or institution; the governing board of a school district; or any combination of school districts or counties recognized as the administrative agency for public elementary or secondary schools.

(m)~~**(k)**~~ "Facilities that pose an emergency or urgent threat to the healthy or safety of pupils or staff" means a condition as defined in paragraph (1) of subdivision (c) of Section 17592.72 and any other emergency conditions the school district determines appropriate.

(n)~~**(l)**~~ "Good repair" means the facility is maintained in a manner that assures that it is clean, safe, and functional as determined pursuant to an interim evaluation instrument developed by the Office of Public School Construction **pursuant to Education Code section 17002**. ~~**The instrument shall not require capital enhancements beyond the standards to which the facility was designed and constructed.**~~

(o) "Instructional materials" means all materials that are designed for use by pupils and their teachers as a learning resource and help pupils to acquire facts, skills, or opinions or to develop cognitive processes. Instructional materials may be printed or nonprinted, and may include textbooks, technology-based

materials, other educational materials, and tests.

(p)~~(m)~~~~(j)~~ "Local ~~A~~agency" means a school district governing board or a local public or private agency which receives direct or indirect funding or any other financial assistance from the state to provide any school programs or activities or special education or related services.

(q)~~(n)~~ "Local educational agency" includes any public school district and county office of education or direct-funded charter school.

(r)~~(k) "Mediation" means a problem-solving activity whereby a third party assists the parties to a dispute in resolving the problem.~~ **"Mediation" means a problem solving activity whereby a third party assists the parties to the dispute in resolving the complaint.**

(s)~~(o)~~ "Misassignment" means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

(t)~~(p)~~ "Public agency" means any local agency or state agency.

(u)~~(q)~~~~(m)~~ "State ~~A~~agency" means the State Departments of Mental Health or Health Services or any other state administrative unit that is or may be required to provide special education or related services to ~~handicapped pupils~~ children with disabilities pursuant to Government Code section 7570 et seq.

(v)~~*(l)* "State Mediation Agreement" means a written, voluntary agreement, approved by the Department, which is developed by the local agency and complainant with assistance from the Department to resolve an allegation of noncompliance.~~ "**State mediation agreement" means a written, voluntary agreement approved by the Department, which is developed by the parties to the dispute, which resolves the allegations of the complaint.**

(w)~~(r)~~ "Subject matter competency" means the teacher meets the applicable requirements of Article 1, subchapter 7 of these regulations, commencing with Section 6100, for the course being taught.

(x)~~(s)~~ "Sufficient textbooks or instructional materials" means that each pupil,

including English learners, has a textbook or instructional materials, or both, to use in class and to take home to complete required homework assignments; but does not require two sets of textbooks or instructional materials for each pupil. Sufficient textbooks or instructional materials does not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage.

(y)~~(n)~~ "Superintendent" means the Superintendent of Public Instruction or his or her designee.

(z)~~(u)~~ "Vacant teacher position" means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position of which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

NOTE: Authority cited: Sections 221.1 ~~232~~ and 33031, Education Code; Section 11138, Government Code. Reference: Sections 200, 201, 210.1 and ~~210,~~ 220~~, and 260~~ 17002(d), **17592.72,** 33126 (b)(5)(A) and (B)**, ~~and 17592.72~~, 35160, and 60010,** Education Code; Sections 11135 and 11138, Government Code.

Article 2. Purpose and Scope

Amend § 4610 to read:

§4610. Purpose and Scope.

(a) This Chapter applies to the filing, investigation and resolution of a complaint regarding an alleged violation by a local agency of federal or state law or regulations governing educational programs, including allegations of unlawful discrimination~~, in accordance with the provisions of Title 34, CFR, Sections 76.780-783 and 106.8; Title 22, CCR, Sections 98300-98382; and California Education Code Sections 49556 and 8257~~. The purpose of this Chapter is to establish a uniform system of complaint processing for specified programs or activities which receive state or federal funding.

(b) This Chapter applies to the following programs administered by the Department:

(1)~~(i)~~ Adult ~~Basic~~ Education programs established pursuant to Education Code sections 8500 through 8538 and 52500 through 52616.~~5~~4;

(2)~~(ii)~~ Consolidated Categorical Aid Programs as listed in Education Code section 64000(a);

(3)~~(iii)~~ Migrant Education established pursuant to Education Code sections 54440 through 54445;

(4)~~(iv)~~ Career Technical and Technical ~~Vocational~~ Education and Career Technical and Technical Training Programs established pursuant to Education Code sections 52300 through 52480;

(5)~~(v)~~ Child Care and Development ~~p~~Programs established pursuant to Education Code sections 8200 through 8493;

(6)~~(vi)~~ Child Nutrition ~~p~~Programs established pursuant to Education Code sections 49490 through ~~49560~~ 49570; and

(7)~~(vii)~~ Special Education ~~p~~Programs established pursuant to Education Code sections 56000 through 56885 and 59000 through 59300.

(c) This Chapter also applies to the filing of complaints which allege unlawful discrimination against ~~on the basis of ethnic group identification, religion, age, sex, color, or physical or mental disability,~~ any protected group as identified under Education Code section 200 and 220 and ~~**Section 11135 of the**~~ Government Code **section 11135, including actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics,** in any program or activity conducted by a local agency, which is funded directly by, or that receives or benefits from any state financial assistance.

~~**(d) This chapter shall not apply to:**~~

~~**(1) Employer-employee relations such as hiring and evaluations of staff, assignments of classrooms or duties or other issues within the purview of the Public Employees Relations Board or a Memorandum of Understanding or other collective bargaining agreement;**~~

~~**(2) the provision of core curricula subjects;**~~

~~**(3) pupil classroom assignments;**~~

~~**(4) pupil discipline;**~~

~~**(5) pupil advancement, retention or grades;**~~

~~**(6) graduation requirements;**~~

~~**(7) homework policies and practices;**~~

~~**(8) selection of instructional materials; or**~~

~~**(9) use of general education funds.**~~

(d) Nothing in these regulations shall prevent a local educational agency from using its local uniform complaint procedure to address complaints not listed in this section.

(e) The Department will develop a pamphlet for parents that will explain the Uniform Complaint Procedures in a user friendly manner and post this pamphlet on the Department's Web site.

NOTE: Authority cited: Sections 221.1 ~~232~~, 8261, 33031, 35186, 49531, 49551, 54445, 52355, 52451, and 56100(a) and (j), Education Code; Section 11138, Government Code. Reference: Sections 200, ~~210,~~ 220, 260, and 49556, Education Code; Sections 11135 and 11138, Government Code; 34 CFR 106.1 – 106.8, 299.10 – 299.11.

Amend § 4611 to read:

§4611. Referring Complaint Issues to Other Appropriate State or Federal Agencies.

The following complaints shall be referred to the specified agencies for appropriate resolution and are not subject to the local and Department complaint procedures set forth in this Chapter unless these procedures are made applicable by separate interagency agreements:

(a) Allegations of child abuse shall be referred to the applicable County Department of Social Services (DSS), Protective Services Division or appropriate law enforcement agency. However, nothing in this section relieves the Department from investigating complaints pursuant to section 4650 (a)~~(viii)~~(8)(C) herein.

(b) Health and safety complaints regarding a Child Development Program shall be referred to Department of Social Services for licensed facilities, and to the appropriate

Child Development regional administrator for licensing-exempt facilities.

~~(c) Discrimination issues involving Title IX of the Educational Amendments of 1972 shall be referred to the U.S. Office of Civil Rights (OCR). Title IX complainants will only be referred to the OCR if there is no state discrimination law or regulation at issue. Unless otherwise negotiated through a memorandum of understanding/agreement, a preliminary inquiry and/or investigation concerning these complaints will be conducted by OCR. The complainant shall be notified by certified mail if his or her complaint is transferred to OCR by the Superintendent.~~

~~(d) Complaints of discrimination involving Child Nutrition Programs administered by the Department from program participants or applicants shall be referred to either Administrator, U.S. Department of Agriculture, Food and Nutrition Service, 3101 Park Center Drive, Alexandria, VA 22302 or Secretary of Agriculture, Washington, D.C. 20250. Discrimination complaints received by a local agency or the Department shall be immediately directed to U.S. Department of Agriculture, Food and Nutrition Service, Western Regional Office.~~

(c)~~(e)~~ Employment discrimination complaints shall be sent to the State Department of Fair Employment and Housing (DFEH) pursuant to Title 22, CCR, ~~S~~section 98410. The complainant shall be notified by ~~certified~~ first class mail of any DFEH transferral.

(d)~~(f)~~ Allegations of fraud shall be referred to the responsible Department Division Director ~~and~~ who may consult with the Department's Legal ~~Office~~ and Audits Branch.

NOTE: Authority cited: Sections 221.1 and 33031~~, 71020 and 71025~~, Education Code; Section 11138, Government Code. Reference: Sections 200, 220, 221 and 48987, Education Code; Sections 11135, 11136, ~~and~~ 11138 and 12960, Government Code; Section 11166, Penal Code; 34 CFR ~~76.780-76.783~~ 106.1 – 106.8.

Amend Article 3 and § 4620 to read:

Article 3. Local Educational Agency Compliance

§4620. Local Educational Agency Responsibilities.

Each local educational agency shall have the primary responsibility to insure compliance with applicable state and federal laws and regulations. Each local

educational agency shall investigate complaints alleging failure to comply with applicable state and federal laws and regulations and/or alleging discrimination, and seek to resolve those complaints in accordance with the procedures set out in this Chapter and in accordance with the policies and procedures of the governing board. NOTE: Authority cited: Sections 221.1 ~~232~~ and 33031, Education Code; Section 11138, Government Code. Reference: Section 200, 220 and 260, Education Code; Section 11135, Government Code; and 34 CFR ~~76.780 - 76.783 and~~ 106.8.

Amend § 4621 to read:

§4621. District Policies and Procedures.

(a) Each local educational agency shall adopt policies and procedures not inconsistent with sections 4600 – 4695 of this Chapter for the investigation and resolution of complaints. Local policies shall ensure that complainants are protected from retaliation and that the identity of ~~the~~ a complainant alleging discrimination remain confidential as appropriate. School Districts and County Offices of Education shall submit their policies and procedures to the local governing board for adoption **~~within one year from the effective date of this chapter~~**. ~~Upon adoption, the district may forward a copy to the Superintendent.~~

(b) Each local educational agency shall include in its policies and procedures the person(s), employee(s) or agency position(s) or unit(s) responsible for receiving complaints, investigating complaints and ensuring local educational agency compliance. The local educational agency's policies shall ensure that the person(s), employee(s), position(s) or unit(s) responsible for compliance and/or investigations shall be knowledgeable about the laws/programs that he/she is assigned to investigate.

(c) **Except for complaints under sections 4680 - 4687 regarding** ~~any deficiency related to~~ **instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of pupils or staff, and teacher vacancies or misassignments, t~~T~~**he local educational agency may provide a complaint form for persons wishing to file a complaint to fill out and file. **A complaint form shall be provided for complaints regarding** ~~any deficiency related to~~ **instructional materials,**

emergency or urgent facilities conditions that pose a threat to the health and safety of pupils or staff, and teacher vacancies or misassignments. However, a person ~~**may**~~ **is** not ~~**be**~~ required to use the complaint form furnished by the local educational agency in order to file a complaint.

NOTE: Sections 221.1 ~~232~~ and 33031, Education Code; Section 11138, Government Code. Reference: Section 200, 220 and 260, Education Code; Section 11135, Government Code; and 34 CFR ~~76.780-76.783 and~~ 106.8 and 299.10 – 299.11.

Amend § 4622 to read:

§4622. Notice~~; Notice Recipients; Notice Requirements~~.

Each local educational agency shall annually notify in writing, as applicable, its students, employees, parents or guardians of its students, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties of their local educational agency complaint procedures, including the opportunity to appeal to the Department and the provisions of this Chapter. The notice shall include the identity (identities) of the person(s) responsible for processing complaints. ~~The notice shall also advise the recipient of the notice of any civil law remedies that may be available, and of the appeal and review procedures contained in sections 4650, 4652, and 4671 of this Chapter.~~ **The notice shall also advise the recipient of any civil law remedies that may be available under state or federal discrimination laws, if applicable, and of the appeal pursuant to Education Code section 262.3.** This notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code, or mode of communication of the recipient of the notice. Copies of local educational agency complaint procedures shall be available free of charge.

NOTE: Authority cited: Sections 200, 220, ~~**and**~~ 221.1**,** ~~232~~ **262.3** and 33031, Education Code; Section 11138, Government Code. Reference: Section 200 and 220, Education Code; Sections 11135 and 11138, Government Code; 34 CFR ~~76.780-76.783 and~~ 106.8 and 299.11.

Article 4. Local Complaint Procedures

Amend § 4630 to read:

§4630. Filing a Local Complaint; Procedures, Time Lines.

(a) **Except for complaints under sections 4680 - 4687 regarding** ~~any deficiency related to~~ **instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of pupils or staff, and teacher vacancies or misassignments, and** complaints that ~~other than discrimination~~ ~~complaints~~ that does not allege discrimination, any individual, public agency or organization may file a written complaint with the **district superintendent or his or her designee** ~~**person designated by the governing board**~~ ~~administrator/superintendent of the local educational agency,~~ alleging a matter which, if true, would constitute a violation by that local educational agency of federal or state law or regulation governing ~~the~~ a program~~s~~ listed in section 4610 (b) of this Chapter.

(b) An investigation of alleged unlawful discrimination shall be initiated by filing a complaint not later than six months from the date the alleged discrimination occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination unless the time for filing is extended by the district superintendent or his or her designee ~~Superintendent~~, upon written request by the complainant setting forth the reasons for the extension. Such extension by the district superintendent or his or her designee ~~Superintendent~~ shall be made in writing. The period for filing may be extended by the district superintendent or his or her designee ~~Superintendent~~ for good cause for a period not to exceed 90 days following the expiration of the six month time period ~~time allowed~~. The district superintendent ~~Superintendent~~ shall respond immediately upon receipt of a request~~s~~ for extension~~s~~.

(1) The complaint shall be filed by one who alleges that he or she has personally suffered unlawful discrimination, or by one who believes an individual or any specific class of individuals has been subjected to discrimination prohibited by this part.

(2) The complaint shall be filed with the local educational agency in accordance with the complaint procedures of the local educational agency ~~director/district superintendent or his or her designee, unless the complainant requests direct~~

~~intervention by the Department pursuant to Article 6 of this Chapter~~.

(3) An investigation of a discrimination complaint shall be conducted in a manner that protects confidentiality of the parties and maintains the integrity of the process ~~the facts~~.

NOTE: Authority cited: Sections 221.1 ~~232~~ and 33031, Education Code; Section 11138, Government Code. Reference: Sections 200 and 220, Education Code; Sections 11135, 11136, and 11138, Government Code; 34 CFR ~~76.780-76.783 and~~ 106.8.

Amend § 4631 to read:

§4631. Responsibilities of the Local Educational Agency.

(a) **Except for complaints regarding** ~~any deficiency related to~~ **instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of pupils or staff, and teacher vacancies or misassignments, which must be processed in accordance with sections 4680 – 4687,** ~~**W**~~**w**ithin 60 days from the date of the receipt of the complaint, the local educational agency person responsible for the investigation of the complaints ~~superintendent~~ or his or her designee shall conduct and complete ~~the~~ an investigation of the complaint in accordance with the local procedures ~~developed~~ adopted pursuant to section 4621 and prepare a written Local Educational Agency Decision. This time period may be extended by written agreement of the complainant.

(b) The investigation shall ~~provide~~ include an opportunity for the complainant, or the complainant's representative, or both, to present the complaint(s) and evidence or information leading to evidence to support the allegations of non-compliance with state and federal laws and/or regulations ~~and local educational agency representatives to present information relevant to the complaint. The investigation may include an opportunity for the parties to the dispute to meet to discuss the complaint or to question each other or each other's witnesses~~.

(c) Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation,

may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

(d) Refusal by the local agency to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

(e)~~(c)~~ The ~~L~~local ~~E~~educational ~~A~~agency should issue a Decision (the Decision) based on the evidence. The Decision~~,~~ shall be in writing and sent to the complainant within ~~sixty (~~60~~)~~ days from receipt of the complaint by the local educational agency. The Decision ~~shall~~ should contain:

(1) the findings of fact based on the evidence gathered,

(2) conclusion of law,

(3) ~~and~~ disposition of the complaint, ~~including~~

(4) ~~corrective actions if any~~ the rationale for such disposition,

(5) corrective actions, if any are warranted,

(6) notice of the complainant's right to appeal the local educational agency ~~d~~Decision to the Department, and

(7) ~~the~~ procedures to be followed for initiating an appeal to the Department.

~~(d) Local Educational Agencies may establish procedures for attempting to resolve complaints through mediation prior to the initiation of a formal compliance investigation. Conducting local mediation shall not extend the local time lines for investigating and resolving complaints at the local level unless the complainant agrees, in writing, to the extension of the time line. In no event shall mediation be mandatory in resolving complaints.~~

(f) Nothing in this Chapter shall prohibit the parties from utilizing alternative methods to resolve the allegations in the complaint, including, but not limited to, mediation ~~**to resolve the allegations in the complaint**~~.

(g) Nothing in this Chapter shall prohibit a local educational agency from resolving complaints prior to the formal filing of a written complaint.

NOTE: Authority cited: Sections 221.1 ~~232~~ and 33031, Education Code; Section 11138, Government Code. Reference: Sections 200 and 220, Education Code; Sections 11135, 11136, and 11138, Government Code; 34 CFR ~~76.780-76.783 and~~ 106.8.

Article 4.5. Appeal of Local Educational Agency Decision.

Renumber § 4652 to § 4632 to read:

~~§4652.~~ § 4632. Appeal~~ing~~ of Local Educational Agency Decision~~s~~ - Grounds.

~~(a) Any complainant(s) may appeal a Local Educational Agency Decision to the Superintendent by filing a written appeal with the Superintendent within (15) days of receiving the Local Educational Agency Decision. Extensions for filing appeals may be granted, in writing, for good cause.~~

~~(b) The complainant shall specify the reason(s) for appealing the local educational agency decision.~~

~~(c) The appeal shall include:~~

~~(1) a copy of the locally filed complaint; and~~

~~(2) a copy of the Local Educational Agency Decision.~~

~~NOTE: Authority cited: Sections 232 and 33031, Education Code; Section 11138, Government Code. Reference: Sections 11135, 11136, and 11138, Government Code; 34 CFR 76.780-76.783 and 106.8.~~

(a) A complainant may appeal a Decision to the Department by filing a written appeal within 15 days of receiving the Decision.

(b) The complainant shall specify the basis for the appeal of the Decision and **whether the ~~how as a matter of~~** fact**s are incorrect and/**or **the** law **~~the~~ is misapplied ~~local educational agency~~**.

(c) The appeal shall be accompanied by:

(1) a copy of the locally filed complaint; and

(2) a copy of the Decision.

(d) If the Department determines the appeal raises issues not contained in the local complaint, the Department will refer those new issues back to the local

educational agency for resolution as a new complaint under section 4630 or 4631.

(e) If the Department determines that the Decision failed to address an issue raised by the complaint, the Department shall refer the matter to the local educational agency to make **the necessary** findings and conclusions on ~~the~~ **any** issue not addressed**. The local educational agency will address the issue within 20 days from the date of the referral**.

NOTE: Authority cited: Sections 200, 221.2, and 33031, Education Code; Section 11138, Government Code. Reference: Sections 11135, 11136, and 11138, Government Code; 34 CFR 106.8, 34 CFR 299.10(a)(2).

Renumber § 4632 to § 4633 to read.

~~**§4632. Forward to Superintendent.**~~ **§ 4633. Appeal of Local Educational Agency Decision.**

(a) If the Decision is appealed, the Department shall notify the local educational agency of the appeal. Upon notification by the Department ~~Superintendent~~ that the ~~Local Educational Agency~~ Decision has been appealed ~~to the state level pursuant to section 4652~~, the local educational agency shall forward the following to the Department ~~Superintendent~~:

(1)~~(a)~~ **A copy of** ~~**T**~~**t**he original complaint;

(2)~~(b)~~ A copy of the ~~Local Educational Agency~~ Decision;

(3)~~(c)~~ A summary of the nature and extent of the investigation conducted by the local educational agency, if not covered in the ~~Local Educational Agency~~ Decision;

(4) A copy of the investigation file, including but not limited to, all notes, interviews and documents submitted by the parties or gathered by the investigator;

(5)~~(d)~~ A report of any action taken to resolve the complaint;

(6)~~(e)~~ A copy of the local educational agency complaint procedures; and

(7)~~(f)~~ Such other relevant information as the Department ~~Superintendent~~ may request ~~require~~.

(b) The Department shall not receive evidence from the parties that could have

been presented to the local educational agency investigator during the investigation**, unless requested by the Department**. Any confidential information or pupil information in the investigative file shall remain confidential and shall not be disclosed by the Department.

(c) The Department may contact the parties for further information, if necessary.

(d) The Department shall review the investigation file, the summary of the nature and extent of the investigation conducted by the local educational agency, the complaint procedures, documents and any other evidence received from the local educational agency and determine whether substantial evidence exists:

(1) That the local educational agency followed its complaint procedures; **and**

(2) That the relevant findings of fact in the Decision which are the subject of the appeal are supported by the evidence**.~~; and~~**

(e)~~(3)~~ The Department shall review ~~That~~ the conclusions of law which are the subject of the appeal **and determine whether they** are correct.

(f)~~(e)~~ If the Department determines that the Decision is deficient because it lacks findings of fact and conclusions of law regarding the subject of the appeal, the Department may return the Decision to the local educational agency in order to correct the deficiencies **within 20 days of the return**.

(g)~~(f)~~ If the Department finds that the Decision is supported by substantial evidence, the appeal shall be denied.

(h)~~(g)~~ If the Department finds the grounds for the appeal have merit:

(1) The Department may, if there is a lack of substantial evidence or a procedural defect in the investigation, remand the investigation to the local educational agency for further investigation of the allegations which are the subject of the appeal; or

(2) The Department may issue a decision based on the evidence in the investigation file received from the local educational agency; or

(3) If the Department determines that it is in the best interest of the parties, conduct a further investigation of the allegations which are the basis for the appeal and issue a decision following further investigation.

(i)~~(f)~~ If the Department finds merit in the appeal, the Department's decision on

appeal shall contain the following:

(1) A finding that the local educational agency complied or did not comply with its complaint procedures;

(2) The Department's findings of fact and conclusions of law regarding the issue on appeal; and

(3) Where a determination is made that the local educational agency failed to comply with the applicable state or federal law or regulation, remedial orders **and/or required actions** to address the violation(s).

NOTE: Authority cited: Sections 221.1 ~~232~~ and 33031; Section 11138, Government Code. Reference: Sections 200 and 220, Education Code; Sections 11135, 11136, and 11138, Government Code; 34 CFR ~~76.780-76.783 and~~ 106.8, 34 CFR 299.10(a)(2).

Article 5. State Complaint Procedures

§4640. Filing a State Complaint That Has Not First Been Filed at the Local Educational Agency; Time Lines, Notice, Appeal Rights.

~~(a)~~ Referral to the Local Educational Agency for Local Resolution.

(a)~~(1)~~ If a complaint is erroneously filed with the Department ~~first sent to the Superintendent~~ without first being filed with and investigated by the local educational agency ~~investigation~~, the Department ~~Superintendent~~ shall immediately forward the complaint to the local educational agency for processing in accordance with Article 4 of this Chapter, unless extraordinary circumstances exist necessitating direct state ~~Department~~ intervention as described at ~~S~~section 4650 ~~exist~~.

(b)~~(2)~~ A letter ~~The complainant(s)~~ shall be sent by first class mail to the complainant(s) ~~a letter to notify~~ notifying him, her, or them that: ~~of 1) the transferred complaint, 2) the State request for local educational agency resolution, and 3) to advise of Department appeal procedures.~~

(1) The Department does not have jurisdiction, at this time, over the complaint and that the complaint should have been filed with the local educational agency in the first instance;

(2) That the complaint has been transferred to the local educational agency

requesting the local educational agency to process and investigate the allegation in the complaint; ~~or~~ **and**

(3) That the complainant may file an appeal to the Department following the issuance of the Decision, if he or she believes as a matter of fact or law the Decision is incorrect.

NOTE: Authority cited: Sections 221.1 ~~232~~ and 33031, Education Code; Section 11138, Government Code. Reference: Sections 200 and 220, Education Code; Sections 11135, 11136, and 11138, Government Code; 34 CFR ~~76.780-76.783 and~~ 106.8, 34 CFR 299.10(a)(2).

Article 6. Direct State Intervention

§4650. Basis of Direct State Intervention.

(a) The Department ~~Superintendent~~ shall directly intervene without waiting for local educational agency investigation ~~action~~ if one or more of the following situations ~~conditions~~ exist~~s~~:

(1)~~(i)~~ The complaint includes an allegation, and the Department verifies, that a local educational agency failed to comply with the complaint procedures required by this Chapter and its local rules and regulations, including, but not limited to, the failure or refusal of the local educational agency to cooperate with the investigation ~~**or to otherwise prevent the complainant from presenting evidence to support the allegations in the complaint**~~;

~~(ii) Discrimination is alleged by the complainant and the facts alleged indicate that the complainant will suffer an immediate loss of some benefit such as employment or education if the Department does not intervene. However, nothing in this section gives the Department jurisdiction over employment discrimination claims.~~

(2)~~(iii)~~ The complaint relates to an agency that is not a local educational agency ~~agencies other than local educational agencies~~ funded through the Child Development or ~~and~~ Child Nutrition Programs;

(3)~~(iv)~~ The complainant requests anonymity because ~~and presents clear and convincing evidence and the Department verifies that~~ he or she would be in danger of

retaliation and would suffer immediate and irreparable harm if he or she filed a complaint with the local educational agency ~~if a complaint were filed locally, or has been retaliated against because of past or present complaints~~;

(4)~~(v) The complainant alleges that the local educational agency failed or refused to implement the final decision resulting from its local investigation or local Mediation Agreement;~~

The complainant alleges that the local educational agency failed or refused to implement the final decision resulting from its local investigation or local ~~M~~mediation ~~A~~agreement;

~~(vi) The local agency refuses to respond to the Superintendent's request for information regarding a complaint;~~

(5)~~(4)~~~~(vii)~~ The complainant alleges and the Department verifies that through no fault of the complainant, ~~or the Department has information that~~ no action has been taken by the local educational agency within 60 calendar days of the date the complaint was filed ~~locally~~. Prior to direct intervention, the Department shall attempt to work with the local educational agency to allow it to complete the investigation and issue a Decision.

(6)~~(7)~~ **The complainant alleges and the Department verifies that he or she would suffer immediate and irreparable harm as a result of an application of a district-wide policy that is in conflict with state or federal law covered by this Chapter, and that filing a complaint with the local educational agency would be futile.**

(7)~~(6)~~**(5)**~~(viii)~~ For complaints relating to special education the following shall also be conditions for direct state intervention:

(A) The complainant alleges that a public agency, other than a local educational agency, as specified in Government Code section 7570 et seq., fails or refuses to comply with an applicable law or regulation relating to the provision of free appropriate public education to ~~children~~ individuals with disabilities ~~handicapped individuals~~;

(B) The complainant alleges that the local educational agency or public agency fails or refuses to comply with the due process procedures established pursuant to federal and state law and regulation; or has failed or refused to implement a due process

hearing order;

(C) The complainant alleges facts that indicate that the child or group of children may be in immediate physical danger or that the health, safety or welfare of a child or group of children is threatened.

(D) The ~~C~~complainant alleges that an individual ~~child~~ with a disability ~~handicapped pupil~~ is not receiving the special education or related services specified in his or her Individualized Educational Program (IEP).

(E) The complaint involves a violation of federal law governing special education, 20 U.S.C. section 1400 et seq., or its implementing regulations.

(b) The complaint shall identify the ~~upon which~~ basis, as described in **~~subsection~~ subdivision** ~~paragraph~~ (a) above, for ~~of this section, that direct~~ filing the complaint directly to the Department ~~to the State is being made~~. The complainant must present the Department with clear, **~~convincing,~~** and verifiable evidence that supports the basis for the direct filing**, except as in subdivision (a)(5).**

NOTE: Authority cited: Sections 221.1 ~~232~~ and 33031, Education Code; Section 11138, Government Code. Reference: Sections 200 and 220, Education Code; Sections 11135, 11136, and 11138, Government Code; 34 CFR ~~76.780-76.783 and~~ 106.8, 34 CFR 299.10(a)(2).

§4651. Notification ~~Direct State Intervention Time Line~~.

When the Department ~~Superintendent~~ receives a complaint requesting direct State intervention, the Department ~~Superintendent~~ shall determine whether the complaint meets one or more of the criterion specified in ~~S~~section 4650 for direct State intervention and shall immediately notify the complainant by first class mail of the ~~his or her~~ determination to accept the complaint without a local educational agency investigation and/or Decision. If the complaint is not accepted, it shall be referred to the local educational agency for local investigation ~~pursuant to section 4631~~, or referred to another agency pursuant to ~~S~~section 4611.

NOTE: Authority cited: Sections 221.1 ~~232~~ and 33031, Education Code; Section 11138, Government Code. Reference: Section 200 and 220, Education Code; Sections 11135,

11136, and 11138, Government Code; 34 CFR ~~76.780-76.783 and~~ 106.8 and 34 CFR 299.10(a)(2).

Amend Article 7 and § 4660 to read:

Article 7. State Investigation ~~Resolution~~ Procedures

§ 4660. Department Resolution Procedures.

(a) When the Department determines that direct State intervention is warranted pursuant to any provision of section 4650, ~~or when an appeal has been filed of a local agency decision pursuant to Section 4652~~**, the following procedures shall be used to resolve the issues of the complaint:**

(1) The Department shall consider alternative methods to resolve the allegations in the complaint.

(2) If both parties request mediation, the Department shall offer to mediate the dispute which may lead to a state mediation agreement.

(3) The Department shall conduct an investigation, including an on-site investigation if necessary, into the allegations in the complaint unless a settlement agreement has been reached between the parties that disposes of all the issues in the complaint.

~~(1) The Department shall offer to mediate the dispute which may lead to a state mediation agreement; and~~

~~(2) The Department shall conduct an on-site investigation if either the district or the complainant waives the mediation process or the mediation fails to resolve the issues.~~

~~(b) If the complaint involves several issues, nothing shall prohibit the parties from agreeing to mediate some of the issues while submitting the remainder for Department investigation. Mediation shall be conducted within the 60 day time line specified in Section 4662(d), and~~

~~(c) Mediation shall not exceed thirty (30) days unless the local or public agency and the complainant agree to an extension.~~

NOTE: Authority cited: Sections 200, 221.1 ~~232~~ and 33031, Education Code; Section 11138, Government Code. Reference: Sections 11135, 11136, and 11138,

Government Code; 34 CFR ~~76.780-76.783 and~~ 106.8, 34 CFR 299.10(a)(2).

Repeal §4661:

§4661. Mediation Procedures, State Mediation Agreements; Notice.

~~(a) Initial process.~~

~~(1) Agency and Complainant(s) Notification. Each party in the dispute shall be contacted by the Department and offered the mediation process as a possible means of resolving the complaint. Should the parties agree to enter into mediation, written confirmation shall be sent indicating the time and place of the mediation conference, and the allegations to be addressed.~~

~~(2) Upon local agency and complainant acceptance of the Department's offer to mediate, the allegations to be addressed shall be sent by certified mail to each party.~~

~~(3) The Superintendent shall appoint a trained mediator or mediation team to assist the parties in reaching a voluntary agreement.~~

~~(b) Mediation Results - State Mediation Agreement.~~

~~(1) The mediation results will be documented in a state mediation agreement and signed by the involved parties to the dispute using the following forms as appropriate. (Stipulation to Initiate Mediation, Form CS-19; Signed Mediation Agreement Letter to District, Form CS-24; and Mediation Process Agreement, Form CS-25).~~

~~(2) The mediator or mediation team shall confirm that the agreement is consistent with all applicable state and federal laws and regulations.~~

~~(3) A copy of the written state mediation agreement shall be sent to each party.~~

~~(4) The compliance status of a local agency will revert to noncompliance if the local agency does not perform the provisions of the mediation agreement within the time specified in the mediation agreement.~~

NOTE: Authority cited: Sections 232 and 33031, Education Code; Section 11138, Government Code. Reference: Sections 11135, 11136, and 11138, Government Code; 34 CFR ~~76.780-76.783 and~~ 106.8.

Amend §4662 to read:

§4662. ~~On-Site~~ Investigation Timeline **~~Process; Appointment, Notification, Time Line; Extending Investigation Time Lines~~.**

~~(a) If either party waives mediation or the mediation fails, in part or in whole, those remaining unresolved issues shall be addressed through the investigation process.~~

~~(b) Appointment.~~

~~If an on-site investigation is necessary, an investigator(s) shall be appointed by the Superintendent.~~

~~(c) Agency and Complainant(s) Notification.~~

(a) ~~At least two weeks prior to the date of an investigation, e~~Each party in the dispute shall be sent written notification by the Department of the name(s) of the investigator(s) and the investigation date(s), if known. The notice shall explain the investigation process.

~~(d) Time line.~~

(b) An investigation will ~~shall~~ be completed within ~~sixty (~~60~~)~~ days after receiving a request for direct intervention or an appeal request, unless the parties have agreed to ~~mediate and agree to~~ extend the time lines. The Department ~~Superintendent or his or her designee~~ may grant extensions for the investigation ~~only~~ if exceptional circumstances exist that constitute good cause ~~exist~~ with respect to the particular complaint, and provided that the complainant is informed of the extension and the reasons therefore and provided that the facts supporting the extension are documented and maintained in the complaint file.

NOTE: Authority cited: Sections 221.1 ~~232~~ and 33031, Education Code; Section 11138, Government Code. Reference: Sections 200 and 220, Education Code; Sections 11135, 11136, and 11138, Government Code; 34 CFR ~~76.780-76.783 and~~ 106.8, 34 CFR 299.10(a)(2).

Amend § 4663 to read:

§4663. Department Investigation Procedures.

(a) The investigator(s) shall request all documentation and other evidence regarding the allegations in the complaint. ~~The investigator(s) shall interview the complainant(s), agency administrators, staff, related committees/groups, and any other involved persons, as appropriate, to determine the facts in the case. An opportunity shall be provided for the complainant(s), or the complainant's(s') representative, or both, and the agency involved to present information.~~

~~(b) Refusal by the local agency or complainant to provide the investigator with access to records and other information relating to the complaint which the investigator is privileged to review, or any other obstruction of the investigative process shall result in either a dismissal of the complaint or imposition of official applicable sanctions against the local agency.~~

(b) The investigation shall include an opportunity for the complainant, or the complainant's representative, or both, to present the complaint(s) and evidence or information leading to evidence to support the allegations of non-compliance with state and federal laws and/or regulations.

(c) Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

(d) Refusal by the local educational agency to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

NOTE: Authority cited: Sections 221.1 ~~232~~ and 33031, Education Code; Section 11138, Government Code. Reference: Sections 200 and 220, Education Code; Sections

11135, 11136, and 11138, Government Code; 34 CFR 76.1 ~~and 76.780-76.783~~ and 106.8, 34 CFR 299.10(a)(2).

Amend § 4664 to read:

§4664. Department Investigation Report.

(a) An investigation report shall be issued ~~submitted to the Superintendent for review and approval~~. The investigation report shall include the following ~~information~~:

(1) A summary of the allegations in the complaint ~~transmittal Letter that includes information about how the agency or the complainants may appeal the decision to the Office of the State Superintendent~~;

(2) A description of the g~~G~~eneral procedures of the investigation;

(3) Citations of applicable law and regulations;

(4) Department findings of facts;

(5) Department conclusions;

(6) **LEA** ~~Department~~ required actions, if applicable;

(7) **LEA** ~~Department~~ recommended **specific** actions, if applicable; ~~and~~

(8) Time line for corrective actions, if applicable~~.~~; and

(9) ~~**Except in Special Education complaints, n**~~**N**otice that any party may request reconsideration of the Department's report from the Superintendent of Public Instruction within **35** ~~**15**~~ days of the receipt of the report.

(10) For those programs governed by Part 76 of Title 34 of the Code of Federal Regulations, the parties shall be notified of the right to appeal to the United States Secretary of Education.

(b) An investigation report shall be mailed to the parties within 60 days from the conclusion of the investigation.

~~(c) Report Time line.~~

~~An investigation report shall be mailed to the parties within sixty (60) days from the date of receipt of the request for direct state intervention or an appeal, unless the parties have participated in mediation and agreed to an extension of the mediation time lines or the Superintendent has granted an extension pursuant to Section 4662(d).~~

NOTE: Authority cited: Sections 221.1 ~~232~~ and 33031, Education Code; Section 11138, Government Code. Reference: Sections 200 and 221, Education Code; Sections 11135, 11136, and 11138, Government Code; 34 CFR ~~76.780-76.783 and~~ 106.8, 34 CFR 299.10(a)(2).

Amend § 4665 to read:

§4665. Discretionary Reconsideration ~~or Appeal~~ of Department ~~SDE~~ Investigation Report.

(a) **~~Except as to Decisions regarding Special Education w~~W**ithin **~~15~~ 35** days of receipt of the Department investigation report, either party may request reconsideration by the Superintendent. The request for reconsideration shall designate the finding(s), conclusion(s), or corrective action(s) in the Department's report to be reconsidered and state the specific basis for reconsidering the designated finding(s), conclusion(s) or corrective action(s). ~~The Superintendent may, within~~ **The request for reconsideration shall also state whether the findings of fact are incorrect and/or the law is misapplied.**

(b) Within ~~fifteen (**15**)~~ **35** days of the receipt of the request for reconsideration, the Superintendent or his or her designee may~~,~~ respond in writing to the parties ~~either~~ modifying the specific finding(s), conclusion(s), or ~~required~~ corrective action(s) for which reconsideration is requested, ~~of the Department report~~ or denying the request for reconsideration ~~outright~~. ~~During the p~~Pending ~~of~~ the Superintendent's reconsideration, the Department report remains in effect and enforceable. ~~**If the Superintendent or his or her designee does not respond within the 15 days, the request for reconsideration shall be deemed denied.**~~

~~**(c) There shall be no reconsideration of Special Education Decisions of complaints.**~~

(c)~~(d)~~~~(b)~~ Appeals by private agencies regarding Child Care Food Programs shall be made to the State Office of Administrative Hearings in accordance with applicable laws and regulations ~~rather than the Superintendent~~.

(d)~~(e)~~ Appeals from investigations of complaints involving Child Development

contractors, whether public or private, shall be made to the Superintendent of Public Instruction as provided in subsection (a) except as otherwise provided in Division 19 of Title 5 of the Code of California Regulations.

(e)(f)~~(c)~~ For those programs governed by Part 76 of Title 34 of the Code of Federal Regulations, the parties shall be notified of the right to appeal to the United States Secretary of Education.

NOTE: Authority cited: Sections 200, 221.1 ~~232~~ and 33031, Education Code; Section 11138, Government Code. Reference: Sections 220 and 220, Education Code; Sections 11135, 11136, and 11138, Government Code; 34 CFR 76.1 ~~and 76.780-76.783~~ and 106.8.

Article 8. Enforcement--State Procedures to Effect Compliance.

Amend § 4670 to read:

§4670. Enforcement.

(a) Upon determination that a local **educational** agency violated the provisions of this chapter, the Department ~~Superintendent~~ shall notify the local **educational** agency **pursuant to Section 4664(a)** that it must take corrective ~~of the~~ action to come into ~~he or she will take to effect~~ compliance. If corrective action is not taken, the Department ~~The Superintendent~~ may use any means authorized by law to effect compliance, including, but not limited to:~~;~~

(1) The withholding of all or part of the local educational agency's relevant state or federal fiscal support **in accordance with state or federal statute or regulation**;

(2) Probationary eligibility for future state or federal support, conditional on compliance with specified conditions;

(3) Proceeding in a court of competent jurisdiction for an appropriate order compelling compliance.

(b) No decision to curtail state or federal funding to a local educational agency under this chapter shall be made until the Department ~~Superintendent~~ has determined that compliance cannot be secured by other ~~voluntary~~ means.

(c) If the Department ~~Superintendent~~ determines that a Child Development Contractor's Agreement shall be terminated, the procedures set forth in sections 8257(d) or 8400 et seq. of the Education Code and the regulations promulgated pursuant thereto (Chapter 19 of Title 5, CCR, commencing with section 17906), shall be followed.

(d) If the Department ~~Superintendent~~ determines that a local educational agency ~~school district or county office~~ has failed to comply with any provision of sections 49550 through 49554 of the Education Code, the Department ~~Superintendent~~ shall certify such noncompliance to the Attorney General for investigation pursuant to section 49556 of the Education Code.

NOTE: Authority cited: Sections 200, 221.1 ~~232~~ and 33031, Education Code; Section 11138, Government Code. Reference: Section 49556, Education Code; Sections 11135, 11136, and 11138, Government Code; 34 CFR ~~76.780-76.783 and~~ **76.783** and 106.8.

Repeal § 4671:

§4671. Federal Review Rights.

~~If the Superintendent elects to withhold funds from a local agency that refuses or fails to comply in a program governed by 34 CFR Part 76, the Superintendent shall notify the local agency of the decision to withhold funding and of the local agency's rights of appeal pursuant to 34 CFR section 76.401.~~

NOTE: Authority cited: Sections 232 and 33031, Education Code; Section 11138, Government Code. Reference: 34 CFR 76.780-76.783.

Add § 4680 to read:

§4680. Complaints Regarding Instructional Materials, Teacher Vacancy or Misassignment, and School Facilities.

(a) Complaints regarding ~~any deficiencies related to~~ instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of pupils or staff, and teacher vacancy or misassignment shall be filed with the principal of

the school, or his or her designee, in which the complaint arises ~~deficiencies exist~~. A complaint about problems beyond the authority of the school principal shall be forwarded in a timely manner, but not to exceed 10 working days, to the appropriate school district official for resolution.

(b) Complaints regarding ~~any deficiencies related to~~ instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of pupils or staff, and teacher vacancy or misassignment may be filed anonymously. A complainant who identifies himself or herself is entitled to a response if he or she indicates that a response is requested. If a response is requested, the response shall be made to the mailing address of the complainant indicated on the complaint.

(c) The school ~~**may**~~ **shall** have a complaint form available for such complaints. ~~**If a complaint form is used,**~~ t **T**he complaint form shall identify the place for filing the complaint~~.~~ ~~**It shall**~~ **and** include a space to ~~**mark to**~~ indicate whether a response is requested. **However, the complainant need not use a complaint form.**

(d) All complaints and responses are public records.

NOTE: Authority cited: Sections 33031, Education Code. Reference: Section 35186, Education Code.

Add § 4681 to read:

§ 4681. Contents of Complaints Regarding Instructional Materials.

(a) A complaint related to instructional materials may allege as follows:

(1) A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state adopted or district adopted textbooks or other required instructional materials to use in class.

~~(2) A pupil, including an English learner, has insufficient textbooks or instructional materials, or both, in each of the following subjects, as appropriate, that are consistent with the content and cycles of the curriculum framework adopted by the State Board:~~

~~(A) Mathematics.~~

~~(B) Science.~~

~~(C) History-social science.~~

~~(D) English/language arts, including the English language development component of an adopted program.~~

(2)~~(3)~~ A pupil does not have access to textbooks or instructional materials to use at home or after school in order to complete required homework assignments. This does not require two sets of textbooks or instructional materials for each pupil.

(3)~~(4)~~ Textbooks or instructional materials are in poor or unusable condition, having missing pages, or are unreadable due to damage.

(4)~~(5)~~ A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

(b) A complaint ~~regarding a deficiency or deficiencies in~~ related to instructional materials shall identify:

(1) the school;

(2) the course **or grade level** in which the deficiency(ies) in instructional materials exist;

(3) the teacher of the course **or grade level**; and

(4) the specific nature of the deficiency or deficiencies as specified in subsection (a).

(c) A complaint may include ~~add~~ as much text to explain the deficiency or deficiencies in instructional materials as complainant ~~wishes~~ feels necessary. ~~One~~ A complaint may contain more than one allegation of deficiency or deficiencies in the instructional material.

NOTE: Authority cited: Sections 33031, Education Code. Reference: Section 35186, Education Code.

Add § 4682 to read:

§ 4682. **Contents of** Complaints Regarding Teacher Vacancy or Misassignment.

(a)~~**(a)**~~ A complaint related to teacher vacancy or misassignment **may allege** as follows:

(1) **A position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is**

for a one-semester course, a position of which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. ~~**A semester begins and a certificated teacher is not assigned to teach the class.**~~

(2) A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner pupils in the class. This subparagraph does not relieve a school district from complying with state or federal law regarding teachers of English learners.

(3) A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

(b) A complaint regarding a teacher vacancy or misassignment shall identify:

(1) the course or grade level in which the teacher vacancy or misassignment exist;

(2) the specific nature of the vacancy or misassignment as specified in subdivision (a); and

(3) if it is a misassignment, the name of the teacher who is misassigned.

(c) A complaint may include as much text to explain the teacher vacancy or misassignment as complainant feels necessary. A complaint may contain more than one allegation of teacher vacancy or misassignment.

NOTE: Authority cited: Sections 33031, Education Code. Reference: Section 35186, Education Code.

Add § 4683 to read:

§ 4683. Contents of Complaints Regarding the Condition of a Facility.

(a) A complaint regarding emergency or urgent facilities conditions that pose a threat to the health and safety of pupils or staff shall identify the specific school in which the condition exists. The complaint shall specify**:**

(1) the location of the facility; ~~**and**~~

(2) describe emergency or urgent facilities conditions that pose a threat to the health and safety of pupils or staff**;** and

(3) how the condition poses a threat to the health and safety of pupils or staff.

(b) A complainant may ~~add~~ include as much text to explain the emergency or urgent facilities conditions that pose a threat to the health and safety of pupils or staff, as complainant ~~wishes~~ feels necessary. ~~(b)~~ ~~One~~ A complaint may contain more than one allegation of emergency or urgent facilities conditions that pose a threat to the health and safety of pupils or staff.

NOTE: Authority cited: Sections 33031, Education Code. Reference: Section 35186, Education Code.

Add § 4684 to read:

§ 4684. Notice.

(a) In order to identify appropriate subjects of complaint, a notice shall be posted in each classroom in each school in the school district notifying parents and guardians of the following:

(1) There should be sufficient textbooks and instructional materials. For there to be sufficient textbooks and instructional materials each pupil, including English learners, must have a textbook or instructional materials, or both, to use in class and to take home to complete required homework assignments.

(2) School facilities must be clean, safe, and maintained in good repair.

~~(3) There should be a certificated teacher assigned to teach each course or grade level or combination of grade levels for which the teacher has the credential and the appropriate subject matter competency to teach the class.~~

~~(4)~~(3) The location at which to obtain a form to file a complaint in case of a shortage. Posting a notice downloadable from the Web site of the Department shall satisfy this requirement.

(b) A local educational agency shall establish local policies and procedures, post notices, and implement this section on or before January 1, 2005.

NOTE: Authority cited: Sections 33031, Education Code. Reference: Section 35186, Education Code.

Add § 4685 to read:

§ 4685. Investigation ~~by Principal~~.

The principal or the designee of the district superintendent, as applicable, shall make all reasonable efforts to investigate any problem within his or her authority. The principal, or, where applicable, district superintendent or his or her designee shall remedy a valid complaint within a reasonable time period but not to exceed 30 working days from the date the complaint was received. The principal, or where applicable, district superintendent or his or her designee, shall report to the complainant the resolution of the complaint within 45 working days of the initial filing, if complainant identifies himself or herself and requested a response. If the principal makes this report, the principal shall also report the same information in the same timeframe to the district superintendent or his or her designee.

NOTE: Authority cited: Sections 33031, Education Code. Reference: Section 35186, Education Code.

Add § 4686 to read:

§ 4686. Responsibilities of Governing Board.

(a) A complainant who is not satisfied with the resolution of the principal or the district superintendent or his or her designee, may describe the complaint to the governing board of the school district at a regularly scheduled ~~hearing~~ meeting of the governing board.

(b) A school district shall report summarized data on the nature and resolution of all complaints on a quarterly basis to the county superintendent of schools and the governing board of the school district. The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of the governing board of the school district. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints.

(c) The complaints and written responses shall be available as public records.

NOTE: Authority cited: Sections 33031, Education Code. Reference: Section 35186, Education Code.

Add § 4687 to read:

§ 4687. Appeal of Facilities Complaint to Superintendent.

(a) A complainant who is not satisfied with the resolution proffered by the principal, or the district superintendent or his or her designee, involving a condition of a facility that poses an emergency or urgent threat, as defined in paragraph (1) of subdivision (c) of Section 17592.72, may file an appeal to the Superintendent of Public Instruction within 15 days of receiving the report.

(b) Complainant shall comply with the appeal requirements of Section 4632.

(c) The Superintendent of Public Instruction or his or her designee shall comply with the requirements of Section 4633.

(d) The Superintendent of Public Instruction shall provide a written report to the State Board of Education describing the basis for the complaint, the school district's response to the complaint and its remedy or proposed remedy and, as appropriate, a proposed remedy for the issue described in the complaint, if different from the school district's remedy.

NOTE: Authority cited: Sections 33031, Education Code. Reference: Sections 17592.72 and 35186, Education Code.

Chapter 5.3. Nondiscrimination and Educational Equity

Subchapter 1. Nondiscrimination Elementary and Secondary Educational Programs Receiving State or Federal Financial Assistance

Article 2. Definitions

Amend Section 4910(k) to read:

§ 4910. General Definitions.

(k) "Gender" means sex, and includes a person's gender identity and gender related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth. ~~a person's actual sex or perceived sex and includes a person's perceived identity, appearance or behavior, whether or not that identity, appearance, or behavior is different from that traditionally associated with a person's sex at birth.~~

NOTE: Authority cited: Sections 221.1 and 33031, Education Code; and Section 11138,

Government Code. Reference: Section 51.7(b), Civil Code; Sections 200, 201(g), 210, 210.1, 212.5, 220, 233(e) and 260, Education Code; Sections 11135 and 11138, Government Code; Section 422.55 and 422.56, Penal Code; Section 1681, Title 20, U.S. Code; Section 2000d, Title 42, U.S. Code; Section 106, Title 34 Code of Federal Regulations; and Sections 98210, 98220, 98230, 98250 and 98343, Title 22, California Code of Regulations.

04-26-05

ITEM #19

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

SUBJECT	
The Principal Training Program: Instructional Leader Coaches Option (Assembly Bill 164)	☒ **Action** ☒ **Information** ☐ **Public Hearing**

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) implement Assembly Bill (AB) 164 by adopting the Minimum Qualifications of Instructional Leader Coaches (as displayed in Table 1 of Attachment 1) and the Assurances and Expectations of Instructional Leader Coaches (as displayed in Table 2 of Attachment 1).

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE approved the original criteria and guidelines for the Principal Training Program applications at the February 2002 meeting, and approved clarification of criteria and guidelines at the April 2003 meeting.

SUMMARY OF KEY ISSUES

AB 164, signed by the Governor in September 2004, provides the option for coaching and mentoring for high school site administrators participating in the Principal Training Program. If a local educational agency (LEA) chooses the AB 164 option, the LEA may either (1) continue to use its current Provider for coaching purposes, in which case fees have already been contractually determined, or (2) retain Follow-Up Practicum funds in order to support the local coaching program. The AB 164 option does not preclude elementary or middle schools from including these types of activities in their training plans. Site administrators may use accrued hours from coaching and mentoring to fulfill Follow-Up Practicum requirements.

The recommended Minimum Qualifications of Instructional Leader Coaches and Assurances and Expectations of Instructional Leader Coaches were developed in consultation with representatives of county offices of education, the Association of California School Administrators, and the New Teachers Center.

FISCAL ANALYSIS (AS APPROPRIATE)

Approval of the Principal Training Program Minimum Qualifications of Instructional Leader Coaches and Assurances for the Follow-Up Practicum Option does not result in the expenditure of any funds. No additional funding will be appropriated for this initiative. If an LEA chooses to implement the coaching and mentoring option of AB 164, it will be the LEA's responsibility to contact its partnering SBE-approved training provider. The LEA will retain Follow-Up Practicum funds to support the local coaching program.

ATTACHMENT(S)

Attachment 1: The Principal Training Program: Minimum Qualifications of Instructional Leader Coaches and Assurances and Expectations of Instructional Leader Coaches (5 Pages)

The Principal Training Program: Minimum Qualifications of Instructional Leader Coaches and Assurances and Expectations of Instructional Leader Coaches

The role of an Instructional Leader Coach (ILC) is integral to the implementation and success of the Principal Training Program (PTP) curriculum with each administrator and leadership team. Assembly Bill (AB) 164 (Chapter 673, Statutes of 2004), signed into law in September 2004 amends California *Education Code* Section 44512 to include coaching, mentorship, assistance, and intensive support customized to meet the individual needs of high school administrators. This subdivision does not preclude elementary or middle schools from including these types of activities in their training plans.

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

1. The Minimum Qualifications of Instructional Leader Coaches (Table 1, page 5).

2. The Assurances and Expectations of Instructional Leader Coaches for Local Educational Agencies (LEAs) opting to provide coaching and/or mentoring services as part of the Follow-up Practicum plan for the Principal Training Program (Table 2, page 5).

LEAs meeting the criteria and assurances will assign ILCs to site administrators participating in the PTP.

Background

The PTP provides incentive grant funds for professional development focused on instructional leadership for site administrators. The goal of the program is to develop principals who are able to establish sound and clear instructional goals, who collaboratively develop data-driven instructional strategies, and who lead a school through powerful instructional change. Training includes 80 hours of classroom instruction and 80 hours of Follow-Up Practicum in Modules 1, 2, and 3.

Training curriculum approved for the PTP focuses on improving student achievement through increased accountability standards-based instruction, curriculum frameworks, instructional materials, the use of pupil assessment instruments, effective use of finances, and teacher recruitment, retention, and support. The PTP provides the leadership, infrastructure, and support for the Reading and Mathematics Program (AB 466), a professional development program for teachers. The program emphasizes the leadership skills and knowledge needed to guide teachers and instructional aides or paraprofessionals in focused and concentrated efforts to improve student achievement.

LEAs are eligible to receive state funds to participate in the PTP upon application to the CDE and approval by the SBE. If an LEA chooses the AB 164 option, the LEA may either (1) continue to use its current Provider for coaching purposes, in which case fees have already been contractually determined, or (2) retain Follow-Up Practicum funds in order to support the local coaching program.

In addition, each LEA is required to have a plan describing how they will use state funds to provide on-going professional development to site administrators. It is the intent of the PTP that participants master the skills and knowledge presented in the institute portion of the training.

Emphasis on High School

SBE-approved training providers are required to offer institute training for Module 1 by grade level (Elementary, Middle and/or High School) with a focus on the instructional programs adopted by the SBE and/or the local board. Although the coaching/mentoring option is open to all participating site principals, AB 164 places an emphasis on coaching for high school level administrators.

CDE Module 1 High School Level includes the Nine Essential Components as part of its training. The training institute portion of Module 1 for High Schools is unique because of the demands placed on the high school principal. Using the SBE-adopted criteria for high school and the Nine Essential Program Components as a guideline, the training curriculum stresses a systemic approach to the academic program in the areas of English/Language Arts and mathematics. This approach to instructional leadership requires the site principal to plan and implement leadership strategies and school-wide systems that support state initiatives designed to improve student academic achievement.

Incidentally, Modules 2 and 3 are stand-alone modules that may be delivered separately and support Module 1. These modules have not been changed as yet, although some revisions are now being planned. They will be addressed at a later date.

Follow-Up Practicum Design

AB 164 offers the opportunity to strengthen the quality of the Follow-Up Practicum by offering LEAs the option of designing and implementing a practicum that is individualized for each participant, with a qualified ILC.

The required 80 hours of Follow-Up Practicum offers multiple approaches and opportunities for participants to apply new knowledge through an individualized Follow-Up Practicum Training Plan appropriate to the skill level and experience of the individual principal. Although the individual plans may differ, the content of the plan is required to include the practice of skills learned in all three modules. The goal of the program is to develop principals who are able to establish sound and clear instructional goals, who collaboratively develop data-driven instructional strategies, and who lead a school

through powerful instructional change, thus increasing his/her credibility as an instructional leader.

ILCs will provide coaching, answer questions about PTP activities, compile practicum documentation, monitor and collect practicum hours, and observe and provide feedback to administrators.

Criteria and Guidelines for Instructional Leader Coach Eligibility

The LEA must assure that each assigned ILC:

1. Holds a California Professional Clear Administrative Services Credential;

2. Has thorough knowledge and understanding of the PTP as verified by 160 hours of institute and practicum training; and

3. Has knowledge of basic coaching, mentoring and the technical assistance skills necessary to effectively personalize assistance to site administrators (Table 1, page 5).

The LEA will set its own guidelines for determining if the ILC has adequate knowledge of basic coaching and mentoring.

If an LEA chooses to implement the coaching option as part of the Follow-Up Practicum, the LEA is required to provide written assurances that each ILC has the capacity to meet the requirements as listed in Table 2, page 5.

The LEA will provide assurances to the partnering SBE-approved training provider delivering the institute portion of the PTP. The ILC remains an option for all previously SBE-approved LEAs choosing to exercise this AB 164 option.

All coaches are required to develop, in coordination with the site administrator, an individual Follow-Up Practicum Plan that is tailored to, and meets the needs of, the administrator's school site. Table 2, page 5, shows a list of assurances and expectations for ILCs.

Clarification of Funding and Monitoring of Practicum Hours

No additional funding will be appropriated for this initiative. If an LEA chooses to implement the coaching and mentoring option of AB 164, it will be the responsibility of the LEAs to contact their partnering SBE-approved training provider. LEAs will retain Follow-Up Practicum funds to support the local coaching program.

LEAs are responsible for keeping accurate records of Follow-Up Practicum activities and for collecting practicum logs and supporting documentation for each participating site administrator. The practicum activities should reinforce the Principal Training Institute and reflect the instructional materials being implemented at the school site. Upon verification, the LEA will provide the partnering SBE-approved training provider with the number of hours earned by each participant for recording into the Management System for Principal Training. Only SBE-approved training providers may log hours into the Management System for Principal Training.

TABLE 1: MINIMUM QUALIFICATIONS OF INSTRUCTIONAL LEADER COACHES

An Instructional Leader Coach (ILC) must have a:

- California Professional Clear Administrative Services Credential.
- Thorough knowledge and depth of understanding for the Principal Training Program Module intent and content as verified through 160 hours of attendance in the Institute portion of the Principal Training Program for High School Level Administrators.
- Knowledge of basic coaching, mentoring and technical assistance skills necessary to provide effective personalized assistance to site administrators consistent with content of Principal Training Program training institute.

TABLE 2: ASSURANCES AND EXPECTATIONS OF INSTRUCTIONAL LEADER COACHES

The local educational agency (LEA) will assure that Instructional Leader Coaches (ILCs) have the capacity to:

- Collaboratively develop an individual Follow-Up Practicum Plan to meet the needs of the administrator and their school site.
- Incorporate expected outcomes listed in PTP criteria during coaching sessions and activities.
- Use the Academic Program Survey and the Nine Essential Elements as a guide.
- Observe and provide constructive feedback to the administrator after leadership team meetings.
- Provide coaching expertise to assist school leadership with the application of PTP Follow-Up activities.
- Monitor the PTP Follow-Up Practicum Plan.
- Collect and record PTP Practicum logs and documentation.
- Assist administrators to build performance goals around the California Professional Standards for Educational Leaders (CPSELs) and Descriptions of Practice.

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: May 5, 2005

TO: MEMBERS, STATE BOARD OF EDUCATION

FROM: Sue Stickel, Deputy Superintendent
Curriculum and Instruction Branch

RE: Item No. 19

SUBJECT: Principal Training Program: Instructional Leader Coaches Option (AB 164)

On Attachment 1, Table 1: Minimum Qualifications of Instructional Leader Coaches, bullet 2 should read:

Thorough knowledge and depth of understanding for the Principal Training Program (PTP) intent and content as verified through completion of all 160 hours of the PTP which must have included Module 1 Institute and Follow-Up Practicum for high school level administrators.

ITEM #20

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

SUBJECT	
The Principal Training Program (AB 75): Approval of Training Providers	☒ **Action** ☒ **Information** ☐ **Public Hearing**

RECOMMENDATION

The California Department of Education (CDE) recommends approval of one Recommended Training Provider for The Principal Training Program (AB 75).

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) approved the original criteria and requirements for The Principal Training Program applications at the February 2002 meeting.

SUMMARY OF KEY ISSUES

The Principal Training Program requires the SBE to approve all program providers. Applications to become SBE-approved providers are reviewed using SBE-adopted criteria.

FISCAL ANALYSIS (AS APPROPRIATE)

This item is solely for approval of training providers. Approval of the providers does not directly result in the expenditure of any funds. There are relatively minor state costs associated with the review of submissions by prospective training providers.

ATTACHMENT(S)

Attachment 1: Principal Training Program: Recommended List of Training Providers (1 Page)

PRINCIPAL TRAINING PROGRAM
RECOMMENDED LIST OF TRAINING PROVIDERS
May 2005

MODULE 1 – Leadership and Support of Instructional Programs

Etiwanda School District

Middle School Level
Prentice Hall
Timeless Voices, Timeless Themes (7-8)

ITEM #21

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

SUBJECT	
The Principal Training Program (AB 75): Approval of Local Educational Agencies (LEAs) and Consortia applications for funding	☒ **Action** ☒ **Information** ☐ **Public Hearing**

RECOMMENDATION

The California Department of Education (CDE) recommends State Board of Education (SBE) approval of the attached lists of 5 LEAs and 4 Consortia members (but not the dollar amounts) who have submitted applications for funding under The Principal Training Program (PTP), established under Assembly Bill (AB) 75 (Chapter 697, Statutes of 2001).

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE approved criteria and requirements for PTP applications at the February 2002 meeting.

SUMMARY OF KEY ISSUES

The PTP requires the SBE to approve all program applicants.

FISCAL ANALYSIS (AS APPROPRIATE)

Actual LEA reimbursements are dependent upon further information to be provided by LEAs, 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. Estimated state expenditures resulting from this action: $27,000.

ATTCHMENT(S)

Attachment 1: Local Educational Agencies Recommended for State Board of Education Approval (1 Page)

Attachment 2: Consortia Members Recommended for State Board of Education Approval (1 Page)

Attachment 3: Program Summary (1 Page)

PRINCIPAL TRAINING PROGRAM
Local Educational Agencies Recommended
For State Board of Education Approval
May 2005

Applications received during the months of February and March 2005

LOCAL EDUCATIONAL AGENCIES	Total Number of Site Administrators	Total Amount of State Funding Requested
BUTTE Pioneer Union Elementary	2	$6,000
MENDOCINO Mendocino Unified	2	$6,000
SAN MATEO Jefferson Elementary	1	$3,000
TOTAL	**5**	**$15,000** (5 x $3,000)

PRINCIPAL TRAINING PROGRAM
Consortia Members Recommended
For State Board of Education Approval
May 2005

Applications received during the months of February and March 2005

CONSORTIA with recommended Membership	**Total Number of Site Administrators**	**Total Amount of State Funding Requested**
SANTA CLARA COE Union Elementary	4	$12,000
TOTAL	**4**	**$12,000** (4 x $3,000)

PRINCIPAL TRAINING PROGRAM
Program Summary
May 2005

CURRENT REQUEST SUMMARY
Applications received in February and March 2005

Total number of LEAs recommended for May Approval: 3
Total number of administrators: 5

Total state funds requested by Single LEAs for May approval:
(5 x $3000) $15,000

Total number of new Consortia recommended for May approval: None
(New participants added: 4) (4 x $3,000) $12,000

Total State Funds Requested **$27,000**
(5 LEAs; 4 new Consortium participants x $3,000)

SUMMARY TO DATE

Total number of participating LEAs
(435 Single LEA + 261 LEAs included in 20 SBE-approved Consortia): 696

Total number of administrators anticipated for program participation: 11,166

ITEM #22

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

SUBJECT	
Mathematics and Reading Professional Development Program (AB 466) (Chapter 737, Statutes of 2001): Including, but not Limited to, Approval of Training Providers and Training Curricula.	☒ **Action** ☒ **Information** ☐ **Public Hearing**

RECOMMENDATION

Approve the recommended providers and training curricula for the purposes of providing professional development under the provisions of the Mathematics and Reading Professional Development Program (AB 466).

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

At the February 2002 meeting, the State Board approved criteria for the approval of training providers and training curricula. The State Board has approved AB 466 training providers and training curricula at previous meetings. The list of State Board-approved AB 466 providers is available on line at http://www.cde.ca.gov/pd/ca/ma/mard03sbetrngprvdr.asp

SUMMARY OF KEY ISSUES

AB 466 established the Mathematics and Reading Professional Development Program, which provides incentive funding to districts to train teachers, instructional aides, and paraprofessionals in mathematics and reading. Once the providers and their training curricula are determined to have satisfied the State Board-approved criteria and been approved by the State Board, local educational agencies may contract with the approved providers for AB 466 professional development.

The AB 466 review panel recommendations for approval of providers and training curricula will be provided in a last-minute memorandum.

FISCAL ANALYSIS (AS APPROPRIATE)

Approval of additional AB 466 providers allows more local educational agencies to access training for which $31.7 million was allocated for Fiscal Year 2004-05. Approval of additional providers does not affect the total dollars available.

ATTACHMENT(S)

None

A list of providers and training materials recommended for approval will be provided in a last-minute memorandum.

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: May 9, 2005

TO: MEMBERS, STATE BOARD OF EDUCATION

FROM: Deborah Franklin
Education Policy Consultant

RE: Item No. 22

SUBJECT: Mathematics and Reading Professional Development Program (AB 466) (Chapter 737, Statutes of 2001): Including, but not Limited to, Approval of Training Providers and Training Curricula

RECOMMENDATION
Approve the following list of two recommended providers and training curricula for the purposes of providing professional development under the provisions of the Mathematics and Reading Professional Development Program:

Fresno, Los Angeles, Sacramento and Tehama County Offices of Education
Sadlier-Oxford Progress in Mathematics
Grades 4, 5, and 6

Los Angeles, Sacramento and Tehama County Offices of Education
Saxon Math: An Incremental Development
Grades 1, 2, and 3

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

SUBJECT	
Mathematics and Reading Professional Development Program (AB 466): Approve Local Education Agencies' (LEAs) Reimbursement Requests	☒ **Action** ☒ **Information** ☐ **Public Hearing**

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve 41 reimbursement requests on the attached lists of 41 local educational agencies (LEAs) that have complied with required assurances for the AB 466 Program, pursuant to *Education Code* Section 99234(g).

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Education Code Section 99234(g) stipulates that funding may not be provided to an LEA until the SBE approves the agency's certified assurances. During 2002-03, the SBE approved AB 466 applications prior to a participating LEA commencing training. This process caused a time delay before an LEA could begin training. To avoid this delay in 2003-04 and subsequent years, the SBE Executive Director and the CDE Deputy Superintendent for Curriculum and Instruction agreed that LEA compliance with required assurances would be approved by the SBE when LEAs submit a Request for Reimbursement form.

SUMMARY OF KEY ISSUES

As a condition of the receipt of funds, *Education Code* Section 99237(a) requires that an LEA submit to the SBE a statement of assurance certified by the appropriate agency official and approved in a public session by the governing body of the agency. LEAs participating in the AB 466 program provide this proof of compliance with assurances by submitting a signed application. LEAs submitting a Request for Reimbursement Form additionally provide summary information regarding credentials held by each teacher who has successfully completed training.

The specific amount for each LEA will be determined by CDE staff in accordance with the established practice for this program.

FISCAL ANALYSIS (AS APPROPRIATE)

The Legislature appropriated $31.7 million for the AB 466 program for 2004-05. To date we have received $8,393,750 in 2004-05 claims.

ATTACHMENT(S)

Attachment 1: List of LEAs submitting certification of assurance via a Request for Reimbursement Form: Fiscal Years Prior to 2004-05 (May 2005) (1 Page)

Attachment 2: List of LEAs submitting certification of assurance via a Request for Reimbursement Form: Fiscal Year 2004-05 (May 2005) (4 pages)

The Following Local Educational Agencies Submitted Certification Of Assurance via a Signed Request for Reimbursement Form: Fiscal Years Prior to 2004-05 (May 2005)

COUNTY	LEA NAME	NUMBER OF TEACHERS				PROVIDER	MATERIALS
		Reading 40 Hours	Reading 80 Hours	Mathematics 40 Hours	Mathematics 80 Hours		
Fresno	Kingsburg Elementary Charter District		2			District	Hampton Brown, High Point
Modoc	Tulelake Basin Joint Unified				8	Chico State University	Houghton Mifflin, Mathematics
Ventura	Oxnard	110				Calabash	Houghton Mifflin, A Legacy of Literacy
	TOTAL	**110**	**2**		**8**		

The Following Local Educational Agencies Submitted Certification Of Assurance via a Signed Request for Reimbursement Form: Fiscal Year 2004-05 (May 2005)

COUNTY	LEA NAME	NUMBER OF TEACHERS				PROVIDER	MATERIALS
		Reading 40 Hours	Reading 80 Hours	Mathematics 40 Hours	Mathematics 80 Hours		
Contra Costa	West Contra Costa Unified	63				RIC—Sacramento COE	SRA/McGraw Hill, Open Court 2002
Fresno	Kingsburg Elementary Charter District			5		Sacramento COE (nonRIC)	Prentice Hall, Pre-Algebra, Algebra I
Humboldt	Big Lagoon Union Elementary	1				RIC—San Diego COE	Houghton Mifflin, A Legacy of Literacy
Lake	Kelseyville Unified	14				Calabash	Houghton Mifflin, A Legacy of Literacy
Lake	Middletown Unified	8				RIC—Butte COE	Houghton Mifflin, A Legacy of Literacy
Los Angeles	Azusa Unified	21				Sacramento COE (nonRIC)	Holt, Rhinehart, and Winston, Literature and Language Arts
Los Angeles	Bonita Unified		1			RIC—Los Angeles COE	Houghton Mifflin, A Legacy of Literacy
Los Angeles	Duarte Unified	14				RIC—San Diego COE	SRA/McGraw Hill, Open Court 2002
Los Angeles	Inglewood Unified	5				RIC—Sacramento COE	SRA/McGraw Hill, Open Court 2002

COUNTY	LEA NAME	NUMBER OF TEACHERS				PROVIDER	MATERIALS
		Reading 40 Hours	Reading 80 Hours	Mathematics 40 Hours	Mathematics 80 Hours		
Los Angeles	Keppel Union Elementary	7				RIC—Sacramento COE	SRA/McGraw Hill, Open Court 2002
Los Angeles	Palmdale Elementary	30				Santa Cruz COE	McDougal Littell, Reading and Language Arts Program
Los Angeles	Monrovia Unified	10				Sopris West	Glencoe/ McGraw Hill, Language!
Los Angeles	Paramount Unified	4				RIC—Sacramento COE	SRA/McGraw Hill, Open Court 2002
Los Angeles	Saugus Union Elementary	34				Calabash	Houghton Mifflin, A Legacy of Literacy
Mendocino	Fort Bragg Unified	5				RIC—Butte COE	Houghton Mifflin, A Legacy of Literacy
Merced	Delhi Unified	63				RIC—San Joaquin COE	Houghton Mifflin, A Legacy of Literacy
Merced	Atwater Elementary	2				RIC—Sacramento COE	SRA/McGraw Hill, Open Court 2002
Merced	El Nido Elementary	3				Calabash	Houghton Mifflin, A Legacy of Literacy
Monterey	Alisal Union Elementary	31				RIC—Alameda COE	Houghton Mifflin, Lectura
Nevada	Pleasant Ridge Union Elementary	4				RIC—Sacramento COE	SRA/McGraw Hill, Open Court 2002

COUNTY	LEA NAME	NUMBER OF TEACHERS				PROVIDER	MATERIALS
		Reading 40 Hours	Reading 80 Hours	Mathematics 40 Hours	Mathematics 80 Hours		
Riverside	Desert Sands Unified	46				Calabash	Houghton Mifflin, A Legacy of LIteracy
Riverside	Murrieta Valley Unified	14				Sacramento COE (nonRIC)	Prentice Hall, Timeless Voices, Timeless Themes
Riverside	Palm Springs Unified	2				Los Angeles Unified	SRA McGraw-Hill, Open Court 2002
Sacramento	Grant Joint Union High				7	District	Prentice Hall, Pre-Algebra
Sacramento	Robla Elementary	17				RIC—Sacramento COE	SRA/McGraw Hill, Open Court 2002
San Benito	Hollister	49				RIC—Alameda COE	Houghton Mifflin, Lectura
San Bernardino	Central Elementary		4			District	Houghton Mifflin, A Legacy of Literacy
San Diego	Carlsbad Unified	1				Sacramento COE (nonRIC)	McDougal Littell, The Language of Literature
San Diego	Escondido Union Elementary	7				Sacramento COE (nonRIC)	Prentice Hall, Timeless Voices, Timeless Themes
San Diego	Oceanside Unified	31				Sacramento COE (nonRIC)	Holt, Rhinehart, and Winston, Literature and Language Arts

COUNTY	LEA NAME	NUMBER OF TEACHERS				PROVIDER	MATERIALS
		Reading 40 Hours	Reading 80 Hours	Mathematics 40 Hours	Mathematics 80 Hours		
San Diego	Ramona Unified	1				Sacramento COE (nonRIC)	Hampton Brown, High Point
San Joaquin	Tracy Joint Unified	7				RIC—Sacramento COE	SRA/McGraw Hill, Open Court 2002
Santa Clara	Alum Rock Union Elementary	218				RIC—Sacramento COE	SRA/McGraw Hill, Open Court 2002
Santa Clara	Sunnyvale Elementary			3		RIC—Sacramento COE	Prentice Hall, Pre-Algebra
Santa Cruz	Pajaro Valley Unified	3				RIC—Alameda COE	Houghton-Mifflin, A Legacy of Literacy
Ventura	Ventura Unified	90				RIC—Los Angeles COE	Houghton Mifflin, A Legacy of LIteracy
Yolo	Washington Unified	39				RIC—Sacramento COE	SRA/McGraw Hill, Open Court 2002
Yolo	Somis Union Elementary	3				RIC—Los Angeles COE	Houghton Mifflin, A Legacy of Literacy
	TOTAL	**847**	**5**	**8**	**7**		

ITEM #24

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

SUBJECT	
Adoption of the California Career Technical Education Model Curriculum Standards, pursuant to *Education Code* Section 51226.	☒ **Action** ☒ **Information** ☐ **Public Hearing**

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) adopt the California Career Technical Education Model Curriculum Standards, pursuant to *Education Code* Section 51226.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

During the March 9, 2005, State Board of Education (SBE) meeting, the California Career Technical Education (CCTE) Model Curriculum Standards were presented for information and public hearing. During the public hearing, several interested parties gave positive testimony and recommendations for possible revisions to the CCTE standards. Leaders of the Legislature's Career and Technical Education Coalition, Assembly Members Carol Liu (D-La Canada Flintridge) and Mark Wyland (R-Vista), stressed the need for the adoption of the CCTE Model Curriculum Standards. They stated that the standards would provide students with the options and tools needed to succeed in college, or the workforce, and employers would benefit from a broadened pool of well-trained, job-ready employees. Former State Senator Bruce McPherson (R-Santa Cruz), author of Senate Bill 1934 (CCTE Framework), also testified in support of the standards and stated that the adoption of the standards is the first step in providing California with a CTE Framework.

The SBE also asked several questions regarding the CCTE standards. Of major interest was the scope and direction of the Transportation Industry Sector, Automotive and Heavy Equipment Services Technology Career Pathway. Concern was expressed about the lack of action verbs in relationship to other similar career pathways within the CCTE standards, such as Agriculture Mechanics and the Engineering and Heavy Construction Pathway.

In response to the concerns and recommendations by the SBE, revisions and clarifications have been incorporated into the CCTE standards. They include:

- Revision of the Transportation Industry Sector, Automotive and Heavy Equipment

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Services Technology Career Pathway, to reflect a broader career pathway and incorporate more action verbs. The new name of the career pathway is *Vehicle Maintenance, Service and Repair.*

- Inclusion of the complete text of the academic content standards that are cited, as well as inclusion of a CTE and academic content standards crosswalk in the appendix, thus enhancing the document's usefulness to CTE and non-CTE teachers alike.

The draft submitted to the SBE reflects the revisions listed above and continues to be rigorous, relevant, and representative of the concerns of California's educators and employers.

SUMMARY OF KEY ISSUES

The initiating legislation for the CCTE Model Curriculum Standards focused on the creation of career technical education standards that were integrated with academics and inclusive of higher-level skills. The State Superintendent was directed to seek advice from a number of stakeholder groups. In 2003, the State Superintendent appointed a CCTE Advisory Group that included classroom teachers, school administrators, parents, postsecondary educators, and representatives of business and industry. The initial meeting of the CCTE Advisory Group was in October 2003.

Based on guidance from the CCTE Advisory Group, feedback from a public review process, and comments by the CCTE Advisory Group Review Team, a Vision, Mission, and Guiding Principles for the project were created and approved, and five Standards Development Criteria were advanced.

The Standards Development Criteria were used to guide the selection of a research-based format to develop CCTE standards. The standards themselves were written by fifteen workgroups (one for each identified industry sector) made up of educators and business and industry representatives with expertise in the sectors. The workgroups worked with outside experts in their various fields, the California Department of Education (CDE), and Sonoma State University (the contractor) to ensure that the standards were rigorous, relevant, and in the approved format.

The advisory group met an additional two times to give feedback. CDE and the contractor also conducted extensive outreach through presentations in various venues, from the State Superintendent's High School Summit to CTE teacher organizations.

The public also commented on the draft standards during the month-long field review period, which included public comment meetings in both northern and southern California and involved outreach to teachers, school administrators, parents, school board members, postsecondary educators, and representatives of business and industry. Over five hundred comments were received by e-mail, mail, online surveys, and during field review meetings, which ran from mid-October to mid-November.

SUMMARY OF KEY ISSUES

All advisory group and public input was reviewed by the workgroups, CDE, and the contractor, and the standards were revised accordingly. The draft submitted to the SBE is rigorous, relevant, and representative of the concerns of California's educators and employers.

FISCAL ANALYSIS (AS APPROPRIATE)

Education Code Section 51226.1(d) states that costs incurred by the SSPI in complying with this section shall be covered, to the extent permitted by federal law, by the state administrative and leadership funds available pursuant to the *Carl D. Perkins Vocational and Technical Education Act of 1998* (20 U.S.C. Sec. 2301).

ATTACHMENT(S)

Attachment 1: California Career Technical Education Model Curriculum Standards Draft (333 pages)

California Career Technical Education Model Curriculum Standards

DRAFT

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Introduction

The California career technical education (CCTE) model curriculum standards are organized in 15 *industry sectors*, or groupings, of interrelated occupations and broad industries. Each sector has two or more career pathways. (See the accompanying chart for an overview of the sectors and pathways.) A *career pathway* is a coherent sequence of rigorous academic and technical courses that allows students to apply academics and develop technical skills in a curricular area. Career pathways prepare students for successful completion of state academic and technical standards and more advanced postsecondary course work related to the career in which they are interested.

California Career Technical Education Industry Sectors

Industry Sector	Career Pathways	Industry Sector	Career Pathways
Agriculture and Natural Resources Industry Sector	• Agricultural Business • Agricultural Mechanics • Agriscience • Animal Science • Forestry and Natural Resources • Ornamental Horticulture • Plant and Soil Science	**Finance and Business Industry Sector**	• Accounting Services • Banking and Related Services • Business Financial Management
Arts, Media, and Entertainment Industry Sector	• Media and Design Arts • Performing Arts • Production and Managerial Arts	**Health Science and Medical Technology Industry Sector**	• Biotechnology Research and Development • Diagnostic Services • Health Informatics • Support Services • Therapeutic Services
Building Trades and Construction Industry Sector	• Cabinetmaking and Wood Products • Engineering and Heavy Construction • Mechanical Construction • Residential and Commercial Construction	**Hospitality, Tourism, and Recreation Industry Sector**	• Food Science, Dietetics, and Nutrition • Food Service and Hospitality • Hospitality, Tourism, and Recreation
Education, Child Development, and Family Services Industry Sector	• Child Development • Consumer Services • Education • Family and Human Services	**Information Technology Industry Sector**	• Information Support and Services • Media Support and Services • Network Communications • Programming and Systems Development
Energy and Utilities Industry Sector	• Electromechanical Installation and Maintenance • Energy and Environmental Technology • Public Utilities • Residential and Commercial Energy and Utilities	**Manufacturing and Product Development Industry Sector**	• Graphic Arts Technology • Integrated Graphics Technology • Machine and Forming Technology • Welding Technology

Industry Sector	Career Pathways	Industry Sector	Career Pathways
Engineering and Design Industry Sector	• Architectural and Structural Engineering • Computer Hardware, Electrical, and Networking Engineering • Engineering Design • Engineering Technology • Environmental and Natural Science Engineering	**Marketing, Sales, and Service Industry Sector**	• E-Commerce • Entrepreneurship • International Trade • Professional Sales and Marketing
Fashion and Interior Design Industry Sector	• Fashion Design, Manufacturing, and Merchandising • Interior Design, Furnishings, and Maintenance	**Public Services Industry Sector**	• Human Services • Legal and Government Services • Protective Services
		Transportation Industry Sector	• Automotive and Heavy Equipment Services Technology • Aviation and Aerospace Transportation Services • Collision Repair and Refinishing

Standards and Subcomponents

Standards serve as the basis for the curriculum framework, instructional materials, and statewide assessments in all grades and content areas in California. The CCTE model curriculum standards have been developed for use at the secondary level, grades seven through twelve.

There are two levels of detail in the standards: standards and subcomponents. *Standards* are general expectations of what students should know and be able to do. Each standard has at least two *subcomponents* that elaborate on the specific knowledge and skills encompassed by the standard.

There are also two different *types* of standards in each sector: *foundation* standards and *pathway* standards.

Foundation Standards

There are 11 *foundation standards* that all students need to master to be successful in the career technical education curriculum and in the workplace. These standards are similar to the Secretary's Commission on Achieving Necessary Skills (SCANS) competencies. The foundation standards are uniform in all sectors, although the subcomponents will differ. They cover the 11 areas essential to all students' success:

1.0 Academics
2.0 Communications
3.0 Career Planning and Management
4.0 Technology

5.0 Problem Solving and Critical Thinking
6.0 Health and Safety
7.0 Responsibility and Flexibility
8.0 Ethics and Legal Responsibilities
9.0 Leadership and Teamwork
10.0 Technical Knowledge and Skills
11.0 Demonstration and Application

Foundation standards 1.0, Academics, and 2.0, Communications, refer to the California academic content standards (see http://www.cde.ca.gov/be/st/ss/). The academic foundation standards are the relevant California content standards that individual sectors will integrate into the pathway standards, support, and reinforce through application.

Most academic standards appear in foundation standard 1.0, Academics, although English–language arts standards are generally listed under 2.0, Communications, as they are broad-based enough to include most communication standards for the sector. This arrangement avoids the need to restate the standards already adopted by the State Board of Education.

Within the chapters of this document, these first two standards are presented in a slightly different format from the subsequent standards because of the extensive and official nature of their content.

The following examples show how to cross-reference the notations in the CCTE foundation standards with the California content standards:

Mathematics

Specific applications of number sense standards for grade seven (1.7)

Number sense is the strand; the grade level is stated ("grade seven"); and 1.7 is the number of the standard referenced in the stated grade.

Specific applications of Algebra 1 standards (15, 24, 25)

Algebra 1 is the discipline heading (grades eight through twelve); and 15, 24, 25 are the numbers of the standards referenced.

Science

Specific applications of physics standards (1.a, 3.a, 5.a, 5.b)

Physics is the discipline (grades nine through twelve); 1, 3, 5 are the numbers of the standards; and (a) and (b) are the subcomponents of the standards.

History–Social Science

Specific applications of historical research, evidence, and point of view standards for grades nine through twelve (1, 2, 4)

Historical research, evidence, and point of view is the skill area; the grade level is nine through twelve; and 1, 2, 4 are the numbers of the standards.

English–Language Arts

Reading: Specific applications of English–language arts standards for grades nine and ten (2.1, 2.3, 2.5)
Reading is the domain; the grade level is nine and ten; and 2.1, 2.3, 2.5 are the numbers of the standards referenced.

Visual and Performing Arts

Dance standards at the proficient level (4.1)

Dance is the strand; the level is proficient; 4.1 is the number of the standard referenced.

Dance standards at the advanced level (5.3)

Dance is the strand; the level is advanced; 5.3 is the number of the standard referenced.

Pathway Standards

The *pathway standards* are concise statements that reflect the essential knowledge and skills students are expected to master to be successful in the career pathway. These standards build on existing career technical education standards, academic content standards, and appropriate standards established by business and industry. Therefore, existing career technical standards; California content standards in the core content areas; and national, regional, and association standards (where available) were consulted as models of content description for technical standards. Each career pathway comprises three to twelve standards with two to six subcomponents per standard.

The Conceptual Model

The conceptual model for the *CCTE Model Curriculum Standards* was built on the Standards Development Criteria adopted by the Superintendent's Advisory Group.

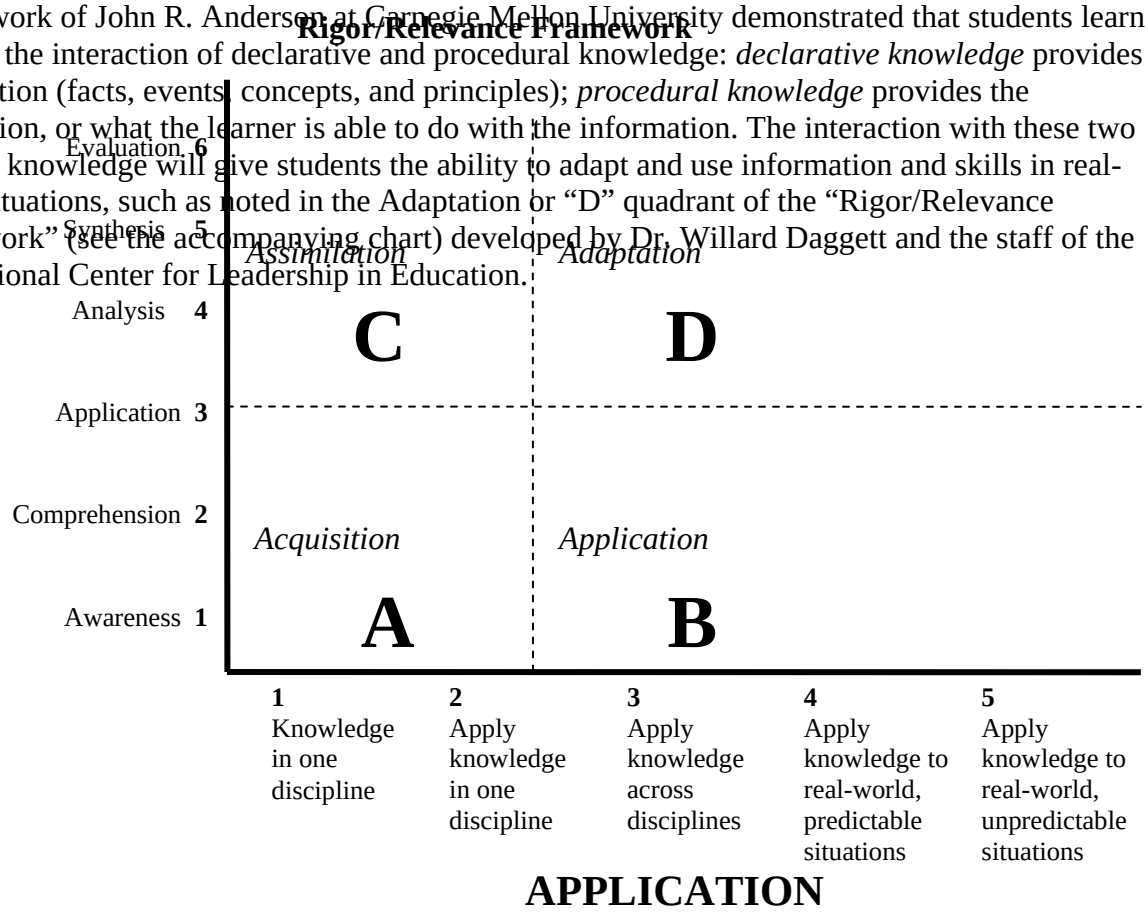
CCTE standards:

- Are designed to support a seamless transition to postsecondary education and entry to a career.
- Support mastery of essential employability skills and rigorous academic content standards.
- Are concise statements that reflect the essential knowledge and skills students are expected to master, and include foundation standards that apply to all industry sectors.
- Build on existing career technical education standards, appropriate standards established by business and industry, and academic content standards.

The California Department of Education sought a research-based standards model that:

- Encompassed these guidelines
- Reflected the national movement away from codifying activities and tasks toward a broad curriculum capturing the underlying knowledge and skills
- Included both the core academic content and technical skills taught in a career pathway
- Reflected how students learn, recall, and transfer knowledge

The work of John R. Anderson at Carnegie Mellon University demonstrated that students learn through the interaction of declarative and procedural knowledge: *declarative knowledge* provides information (facts, events, concepts, and principles); *procedural knowledge* provides the application, or what the learner is able to do with the information. The interaction with these two types of knowledge will give students the ability to adapt and use information and skills in real-world situations, such as noted in the Adaptation or "D" quadrant of the "Rigor/Relevance Framework" (see the accompanying chart) developed by Dr. Willard Daggett and the staff of the International Center for Leadership in Education.



The Department also screened academic foundation standards by using Dr. Willard Daggett's ratings, reflecting how readily an academic standard can be incorporated into technical instruction.

Dr. John Kendall and Dr. Robert Marzano of the Mid-continent Research for Education and Learning (McREL), under the regional educational laboratory contract from the U.S. Department of Education, serve as national leaders in standards-based educational practice. The model

developed at McREL incorporates a research-based format for writing content standards and subcomponents that:

- Incorporates both declarative and procedural statements
- Focuses on the higher-order declarative statements, often expressed as what the student "understands" or "knows"
- Uses clear, concise statements of the underlying (declarative) knowledge and skills and the main, overarching performance requirements (procedural), resulting in fewer but more important standards

The Advisory Group adopted the McREL format as the basis for development of the *CCTE Model Curriculum Standards.*

Framework

During Phase II of the project, the CCTE framework will be developed for publication in June 2006. The framework will provide a blueprint on which districts can build course sequences and organize instruction to give every child the opportunity to meet or exceed the standards. It will guide the implementation of the standards through discussions of equity, articulation, sequence, and scope. The framework will provide guidelines for implementing standards-based career technical education instructional programs in such a way as to ensure optimal benefits for all students, including those with special learning needs (e.g., English learners, students with learning disabilities and reading difficulties, and advanced learners).

The ultimate goal of the standards and the framework is captured in State Superintendent O'Connell's statement:

> The job of K–12 education in California must be to ensure that all our students graduate with the ability to fulfill their potential—whether that takes them to higher education or directly to their careers. Unfortunately, . . . too many of our students are not adequately prepared for either. By raising our expectations for our students, we can and will begin to change that.
>
> —Jack O'Connell
> *The Sacramento Bee*, March 14, 2004

Glossary

industry sector. A grouping of interrelated occupations and broad industries based on commonalities.

career pathway. A coherent sequence of rigorous academic and technical courses that allows students to apply academics and develop technical skills in a curricular area. Career pathways prepare students for successful completion of state academic and technical standards and more advanced postsecondary course work related to the career in which they are interested.

declarative knowledge. Information (facts, events, concepts, and principles).

foundation standards. The standards all students need to achieve to master workplace competencies both in the career technical education curriculum and in the workplace. The Secretary's Commission on Achieving Necessary Skills refers to these essentials as "foundation skills."

pathway standards. Concise statements that reflect the essential knowledge and skills students are expected to master. Each career pathway comprises three to twelve standards, with two to six subcomponents per standard.

procedural knowledge. Skills (applied abilities or knowledge).

secondary level. A term that describes students' second level of education; elementary education is the first level. Although the secondary level of education is commonly associated with high school, it may cover grades seven through twelve.

standards. General expectations of what students should know and be able to do.

subcomponents. The specific knowledge and skills encompassed by the standard. These statements are listed below the standard and describe the knowledge and skills expected of students as they move toward mastery of the career technical education standard.

Agriculture and Natural Resources Industry Sector
Model Curriculum Standards

Agriculture and Natural Resources Career Pathways

Agricultural Business
Agricultural Mechanics
Agriscience
Animal Science
Forestry and Natural Resources
Ornamental Horticulture
Plant and Soil Science

The Agriculture and Natural Resources sector is designed to provide a foundation in agriculture for all agriculture students in California. Students are engaged in an instructional program that integrates academic and technical preparation with a focus on career awareness, career exploration, and skill preparation in seven pathways. The pathways emphasize real-world, occupationally relevant experiences of significant scope and depth in Agricultural Business, Agricultural Mechanics, Agriscience, Animal Science, Forestry and Natural Resources, Ornamental Horticulture, and Plant and Soil Science. Integral components of classroom and laboratory instruction, supervised agricultural experience projects, and leadership and interpersonal skill development prepare students for continued training, advanced educational opportunities, or entry to a career.

Foundation Standards

1.0 *Academics*

Students understand the academic content required for entry into postsecondary education and employment within the Agriculture and Natural Resources sector:

~~*1.1*~~1.1 *Mathematics:*

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~~1.1~~ Specific applications of Algebra I (grades eight through twelve)

(10.0) Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.

(12.0) Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.

(13.0) Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.

(15.0) Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

~~1.1~~ Specific applications of geometry (grades eight through twelve)

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(3.0) Students construct and judge the validity of a logical argument and give counterexamples to disprove a statement.

(8.0) Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.

(9.0) Students compute the volumes and surface areas of prisms, pyramids, cylinders, cones, and spheres; and students commit to memory the formulas for prisms, pyramids, and cylinders.

(10.0) Students compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids.

(11.0) Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.

(12.0) Students find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems.

~~1.1~~ Specific applications of probability and statistics (grades eight through twelve)

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(8.0) Students organize and describe distributions of data by using a number of different methods, including frequency tables, histograms, standard line and bar graphs, stem-and-leaf displays, scatterplots, and box-and-whisker plots.

1.2 *Science:*

Specific applications of investigation and experimentation (grades nine through twelve)

(1.a) Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.

(1.c) Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.

(1.d) Formulate explanations by using logic and evidence.

(1.f) Distinguish between hypothesis and theory as scientific terms.

(1.j) Recognize the issues of statistical variability and the need for controlled tests.

(1.l) Analyze situations and solve problems that require combining and applying concepts from more than one area of science.

(1.m) Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

1.3 *History–Social Science:*

Specific applications of economics (grade twelve)

(12.2.2) Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.

(12.2.3) Explain the roles of property rights, competition, and profit in a market economy.

(12.2.4) Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.

(12.2.5) Understand the process by which competition among buyers and sellers determines a market price.

(12.2.6) Describe the effect of price controls on buyers and sellers.

(12.2.7) Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.

(12.2.10) Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.

(12.4.3) Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.

2.0 *Communications*

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts:

2.1 *Reading:*

Specific applications of English–language arts (grades nine and ten)

(2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

(2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

(2.3) Generate relevant questions about readings on issues that can be researched.

(2.6) Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).

(2.7) Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

(2.8) Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

Specific applications of English–language arts (grades eleven and twelve)

(2.1) Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.

(2.3) Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

(2.4) Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

2.2 *Writing*:

Specific applications of English–language arts (grades nine and ten)

Research and Technology

(1.3) Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.

(1.5) Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).

(2.3) Write expository compositions, including analytical essays and research reports:

a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
b. Convey information and ideas from primary and secondary sources accurately and coherently.
c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
f. Use technical terms and notations accurately.

(2.4) Write persuasive compositions:

a. Structure ideas and arguments in a sustained and logical fashion.

b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
d. Address readers' concerns, counterclaims, biases, and expectations.

(2.5) Write business letters:

a. Provide clear and purposeful information and address the intended audience appropriately.
b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
c. Highlight central ideas or images.
d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.

(2.6) Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):

a. Report information and convey ideas logically and correctly.
b. Offer detailed and accurate specifications.
c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
d. Anticipate readers' problems, mistakes, and misunderstandings.

Specific applications of English–language arts (grades eleven and twelve)

(1.3) Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

(1.6) Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

(1.7) Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).

(1.8) Integrate databases, graphics, and spreadsheets into word-processed documents.

(2.5) Write job applications and résumés:

a. Provide clear and purposeful information and address the intended audience appropriately.
b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
c. Modify the tone to fit the purpose and audience.
d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

(2.6) Deliver multimedia presentations:

a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
b. Select an appropriate medium for each element of the presentation.
c. Use the selected media skillfully, editing appropriately and monitoring for quality.
d. Test the audience's response and revise the presentation accordingly.

2.3 *Listening and Speaking:*

Specific applications of English–language arts (grades nine and ten)

(1.4) Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).

(1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.

(2.2) Deliver expository presentations:

a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
b. Convey information and ideas from primary and secondary sources accurately and coherently.
c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.
f. Use technical terms and notations accurately.

(2.3) Apply appropriate interviewing techniques:

a. Prepare and ask relevant questions.
b. Make notes of responses.
c. Use language that conveys maturity, sensitivity, and respect.
d. Respond correctly and effectively to questions.
e. Demonstrate knowledge of the subject or organization.
f. Compile and report responses.
g. Evaluate the effectiveness of the interview.

Specific applications of English–language arts (grades eleven and twelve)

(1.8) Use effective and interesting language, including:

a. Informal expressions for effect
b. Standard American English for clarity
c. Technical language for specificity

(1.14) Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").

(2.4) Deliver multimedia presentations:

a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
b. Select an appropriate medium for each element of the presentation.
c. Use the selected media skillfully, editing appropriately and monitoring for quality.
d. Test the audience's response and revise the presentation accordingly

2.4 *Written and Oral English Language Conventions:*

Specific applications of English–language arts (grades nine and ten)

(1.1) Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).

(1.3) Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

3.0 *Career Planning and Management*

Students understand how to make effective decisions, utilize career information, and manage personal career plans:

~~2.3~~3.1 Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers.

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~~2.3~~3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.

~~2.3~~3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.

~~2.3~~3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.

~~2.3~~3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.

~~2.3~~3.6 Know key strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and portfolio preparation.

4.0 *Technology*

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

~~2.3~~4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.

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~~2.3~~4.2 Understand the use of technological resources to access, manipulate, and produce information, products, and services.

~~2.3~~4.3 Understand the influence of current and emerging technology on selected segments of the economy.

~~2.3~~4.4 Understand geographic information systems (G.I.S.).

~~2.3~~4.5 Determine the validity of the content and evaluate the authenticity, reliability, and bias of electronic and other resources.

~~2.3~~4.6 Differentiate among, select, and apply appropriate tools and technology.

5.0 *Problem Solving and Critical Thinking*

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:

~~2.3~~5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.

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~~2.3~~5.2 Understand the universal, systematic problem-solving model that incorporates input, process, outcome, and feedback components.

~~2.3~~5.3 Use critical thinking skills to make informed decisions and solve problems.

6.0 *Health and Safety*

~~6.0~~Students understand health and safety policies, procedures, regulations, and practices, including equipment and hazardous material handling:

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~~6.1~~6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.

~~6.1~~6.2 Understand critical elements for health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.

~~6.1~~6.3 Understand how to locate important information on a material safety data sheet.

~~6.1~~6.4 Maintain safe and healthful working conditions.

~~6.1~~6.5 Use tools and machines safely and appropriately.

~~6.1~~6.6 Know how to both prevent and respond to accidents in the agricultural industry.

7.0 *Responsibility and Flexibility*

~~7.0~~Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

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~~7.1~~7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.

~~7.1~~7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.

~~7.1~~7.3 Understand the need to adapt to varied roles and responsibilities.

~~7.1~~7.4 Understand that individual actions can affect the larger community.

~~7.1~~7.5 Understand the importance of time management to fulfill responsibilities.

~~7.1~~7.6 Know how to apply high-quality craftsmanship to a product or presentation and continually refine and perfect it.

8.0 *Ethics and Legal Responsibilities*

Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

~~8.1~~8.1 Know major local, district, state, and federal regulatory agencies and entities that affect industry and how they enforce laws and regulations.

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~~8.2~~8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.

~~8.3~~8.3 Understand the role of personal integrity and ethical behavior in the workplace.

~~8.4~~8.4 Understand how to access, analyze, and implement quality assurance information.

9.0 *Leadership and Teamwork*

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

~~8.2~~9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.

~~8.2~~9.2 Understand the ways in which preprofessional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.

~~8.2~~9.3 Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.

~~8.2~~9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.

~~8.2~~9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

~~8.2~~9.6 Understand leadership, cooperation, collaboration, and effective decision-making skills applied in group or team activities, including the student organization.

10.0 *Technical Knowledge and Skills*

Students understand the essential knowledge and skills common to all pathways within the Agriculture and Natural Resources sector:

~~10.1~~ 10.1 Understand the aims, purposes, history, and structure of the FFA student organization, and know the opportunities it makes available.

~~10.1~~ 10.2 Manage and actively engage in a career-related, supervised agricultural experience.

~~10.1~~ 10.3 Understand the importance of maintaining and completing the California Agricultural Record Book.

~~10.1~~ 10.4 Maintain and troubleshoot equipment used in the agricultural industry.

11.0 *Demonstration and Application*

~~11.0~~Students demonstrate and apply the concepts contained in the foundation and pathway standards.

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Pathway Standards

A. Agricultural Business Pathway

In the Agricultural Business Pathway, students learn about agricultural business operation and management. Topics include accounting, finance, economics, business organization, marketing, and sales.

~~B8.0~~A1.0 Students understand decision-making processes within the American free enterprise system:

A1.1 Differentiate among the components of the American free enterprise system and other forms of economic systems.

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A1.2 Distinguish among the main characteristics of individual proprietorships, partnerships, corporations, and cooperatives.
A1.3 Understand the advantages and disadvantages of the four types of business ownership.
A1.4 Analyze appropriate decision-making tools and financial records to make key management decisions.
A1.5 Analyze physical production relationships to determine optimum use levels.
A1.6 Understand how to calculate the fixed and variable costs associated with the production of agricultural products and determine the output level that will yield maximum profit.

~~B8.0~~A2.0 Students understand the fundamental economic principles of agribusiness and agricultural production:

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A2.1 Understand how basic economic factors affect agricultural production and agribusiness management decisions.
A2.2 Know basic agricultural economic terminology.
A2.3 Understand the law of supply and demand as it effects price determination.
A2.4 Analyze how agriculture uses scarce resources to meet the needs and demands of its consumers.
A2.5 Differentiate between elastic and inelastic supply and demand.
A2.6 Understand the law of diminishing returns and its impact on agricultural production.

~~B8.0~~A3.0 Students understand the role of credit in agribusiness and agricultural production:

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A3.1 Analyze the factors that determine the cost of credit in order to select optimum credit sources (e.g., the advantages and disadvantages of borrowing from the various types of credit providers and sources for short-, intermediate-, and long-term credit).
A3.2 Know the criteria lenders use to evaluate repayment capacity.
A3.3 Analyze balance sheets and cash-flow statements to determine the ability to repay loans.

~~B8.0~~A4.0 Students understand proper accounting principles and procedures used in business management and tax planning:

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A4.1 Understand the differences between cash and accrual accounting systems.
A4.2 Understand the use and importance of budgets, income statements, balance sheets, and financial statements.
A4.3 Understand the basis of taxation within the tax system and its impact on the economy, including the role of taxes in agribusiness.
A4.4 Analyze the role of depreciation and purchasing in tax planning and liability.
A4.5 Understand how to determine property values and how to complete a depreciation schedule.
A4.6 Understand how to determine the tax obligations for an agribusiness.

~~B8.0~~A5.0 Students understand basic risk management principles and their impact on economic viability:

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A5.1 Understand environmental responsibility and its impact on agribusiness.

A5.2 Understand the concept of liability and the economic impact of being held liable.
A5.3 Understand the concept and process of risk management, including the use of risk management tools such as insurance.
A5.4 Understand how recordkeeping, farm plans, and an analysis of best practices affect risk management decisions.
A5.5 Understand the role of contingency plans in risk management.

~~B8.0~~A6.0 Students understand the role and value of agricultural organizations:

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A6.1 Understand the benefits of private, public, and governmental organizations, including the value and impact of cooperatives.
A6.2 Understand how participation within organizations would be beneficial in supporting various agricultural operations.
A6.3 Understand how to identify and electronically access public and private agricultural organizations.

~~B8.0~~A7.0 Students understand agricultural marketing systems:

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A7.1 Understand how marketing functions in a free market society.
A7.2 Understand the advantages and disadvantages of the various marketing options for agricultural products and services.
A7.3 Understand how the law of comparative advantage affects agricultural production.
A7.4 Understand the impact of advertising and promotion on the marketing of agricultural products and services.
A7.5 Understand how promotion trends for agricultural products influence individuals.
A7.6 Understand how to develop a marketing plan for an agricultural product or service.

~~B8.0~~A8.0 Students understand the sales of agricultural products and services:

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A8.1 Determine the most effective methods for assessing customer needs and wants.
A8.2 Understand the stages in making a successful sale and the various techniques used to approach potential customers and overcome their objections.
A8.3 Examine the physiological and psychological factors that influence motivation to purchase, including the fundamental steps in making a purchase.

~~B8.0~~A9.0 Students understand local, national, and international agricultural markets and how trade affects the economy:

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A9.1 Understand how the importance of agricultural imports and exports affects state and national economies.
A9.2 Know how governmental, economic, and cultural factors affect international trade.
A9.3 Compare and contrast United States trade policies with those of other important trading partners.
A9.4 Understand how biotechnology affects trade and global economies.
A9.5 Understand how different cultural values affect agricultural production and marketing.

A9.6 Understand how negotiations and bargaining agreements affect trade agreements.

A9.7 Analyze agricultural marketing strategies in other parts of the world.

B. Agricultural Mechanics Pathway

The Agricultural Mechanics Pathway prepares students for careers related to the construction, operation, and maintenance of equipment used by the agriculture industry. Basic agricultural mechanics skills and safety, standards 1.0 through 8.0, cover woodworking, electrical systems, plumbing, cold metal work, concrete, and welding technology. Advanced topics, standards 9.0 through 12.0, deal with metal fabrication, small engines, agriculture power and technology, and agriculture construction.

~~B8.0~~B1.0 Students understand personal and group safety:

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B1.1 Practice the rules for personal and group safety while working in an agricultural mechanics environment.

B1.2 Know the relationship between accepted shop management procedures and a safe working environment.

B1.3 Know how to safely secure loads on a variety of vehicles.

~~B8.0~~B2.0 Students understand the principles of basic woodworking:

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B2.1 Know how to identify common wood products, lumber types, and sizes.

B2.2 Know how to calculate board feet, lumber volume, and square feet.

B2.3 Know how to identify, select, and implement basic fastening systems.

B2.4 Complete a woodworking project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, shaping, joining, and finishing.

~~B8.0~~B3.0 Students understand the basic electricity principles and wiring practices commonly used in agriculture:

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B3.1 Understand the relationship between voltage, amperage, resistance, and power in single-phase alternating current (AC) circuits.

B3.2 Know how to use proper electrical test equipment for AC and direct current (DC).

B3.3 Analyze and correct basic circuit problems (e.g., open circuits, short circuits, incorrect grounding).

B3.4 Understand proper basic electrical circuit and wiring techniques with nonmetallic cable and conduit as defined by the National Electric Code.

B3.5 Interpret basic agricultural electrical plans.

~~B8.0~~B4.0 Students understand plumbing system practices commonly used in agriculture:

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B4.1 Know basic plumbing fitting skills with a variety of materials, such as copper, PVC (polyvinyl chloride), steel, polyethylene, and ABS (acrylonitrile butadiene styrene).

B4.2 Understand the environmental influences on plumbing system choices (e.g., filter systems, water disposal).

B4.3 Know how various plumbing and irrigation systems are used in agriculture.

B4.4 Complete a plumbing project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, joining, and testing.

~~B8.0~~B5.0 Students understand agricultural cold metal processes:

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B5.1 Know how to identify common metals, sizes, and shapes.
B5.2 Know basic tool-fitting skills.
B5.3 Know layout skills.
B5.4 Know basic cold metal processes (e.g., shearing, cutting, drilling, threading, bending.).
B5.5 Complete a cold metal project, including interpreting a plan, developing a bill of materials, selecting materials, shaping, fastening, and finishing.

~~B8.0~~B6.0 Students understand concrete and masonry practices commonly used in agriculture:

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B6.1 Understand how to accurately calculate volume, materials needed, and project costs for a concrete or masonry project.
B6.2 Know proper bed preparation, concrete forms layout, and construction.
B6.3 Complete a concrete or masonry project, including developing a bill of materials, assembling, mixing, placing, and finishing.

~~B8.0~~B7.0 Students understand oxy-fuel cutting and welding:

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B7.1 Understand the role of heat and oxidation in the cutting process.
B7.2 Know how to properly set up, adjust, shut down, and maintain an oxy-fuel system.
B7.3 Know how to flame-cut metal with an oxy-fuel cutting torch.
B7.4 Know how to fusion-weld mild steel with and without filler rod by using oxy-fuel equipment.
B7.5 Know basic repair skills using a variety of techniques, such as brazing or hard surfacing.

~~B8.0~~B8.0 Students understand electric arc welding processes:

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B8.1 Know how to select, properly adjust, safely employ, and maintain appropriate welding equipment (e.g., gas metal arc welding, shielded metal arc welding, and gas tungsten arc welding).
B8.2 Apply gas metal arc welding, shielded metal arc welding, or flux core arc welding processes to fusion-weld mild steel with appropriate welding electrodes and related equipment.
B8.3 Weld a variety of joints in various positions.
B8.4 Know how to read welding symbols and plans, select electrodes, fit-up joints, and control heat and distortion.

~~B8.0~~B9.0 Students understand advanced metallurgy principles and fabrication techniques:

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B9.1 Understand metallurgy principles, including distortion, hardening, tempering, and annealing.

B9.2 Operate and maintain various arc welding and cutting systems safely and appropriately.
B9.3 Operate and maintain fabrication tools and equipment safely and appropriately.
B9.4 Understand how to design project plans by using mechanical drawing techniques.
B9.5 Understand how to finish a metal project by implementing proper sequencing.
B9.6 Know how to manipulate and finish metal by using a variety of machines and techniques (e.g., lathe, mill, CNC plasma, shears, press break).
B9.7 Construct a welding project (using any electric welding process, appropriate products, joints, and positions), including interpreting a plan, developing a bill of materials, selecting materials, and developing a clear and concise fabrication contract.

~~B8.0~~B10.0 Students understand small and compact engines:

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B10.1 Understand engine theory for both two- and four-stroke cycle engines.
B10.2 Know different types of small engines and their applications.
B10.3 Know small engine parts and explain the various systems (e.g., fuel, ignition, compression, cooling, lubrication systems).
B10.4 Know how to troubleshoot and solve problems with small engines.
B10.5 Know how to disassemble, inspect, adjust, and reassemble a small engine.
B10.6 Know how to look up parts, apply repair and maintenance recommendations from a repair manual, and complete appropriate forms, including work orders.

~~B8.0~~B11.0 Students understand the principles and applications of various engines and machinery used in agriculture:

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B11.1 Understand how to identify common agricultural machinery.
B11.2 Operate and maintain equipment safely and efficiently.
B11.3 Know the various types of engines found on agricultural machinery and understand the theory and safe operation of their systems (e.g., cooling, electrical, fuel).
B11.4 Know how the theory and operation of mobile hydraulic systems and power take off systems.
B11.5 Troubleshoot common problems with engines and agricultural equipment.
B11.6 Understand the theory and operation of 12-volt DC electronic and electrical systems (e.g., circuit design, starting, charging, and safety circuits).

~~B8.0~~B12.0 Students understand land measurement and construction techniques commonly used in agriculture:

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B12.1 Understand common surveying techniques used in agriculture (e.g., leveling, land measurement, building layout).
B12.2 Know how to draw and interpret architectural plans.
B12.3 Know how to install single- and three-phase wiring and control systems found in agricultural structures, pumps, and irrigation systems.
B12.4 Install plumbing in agricultural structures (e.g., potable water, sewer, irrigation).
B12.5 Form, place, and finish concrete or masonry (e.g., concrete block).

B12.6 Understand how to construct agricultural structures by using wood framing and steel framing systems (e.g., barns, shops, greenhouses, animal structures).
B12.7 Develop clear and concise agricultural construction contracts.

C. Agriscience Pathway

The Agriscience Pathway helps students acquire a broad understanding of a variety of agricultural areas, develop an awareness of the many career opportunities in agriculture, participate in occupationally relevant experiences, and work cooperatively with a group to develop and expand leadership abilities. Students study California agriculture, agricultural business, agricultural technologies, natural resources, and animal, plant, and soil science.

~~A1.0~~C1.0 Students understand the role of agriculture in the California economy:

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~~A1.1~~C1.1 Understand the history of the agricultural industry in California.
~~A1.2~~C1.2 Understand how California agriculture affects the quality of life.
~~A1.3~~C1.3 Understand the interrelationship of California agriculture and society at the local, state, national, and international levels.
~~A1.2~~C1.4 Understand the economic impact of leading California agricultural commodities.
~~A1.2~~C1.5 Understand the economic impact of major natural resources in California.
~~A1.2~~C1.6 Know the economic importance of major agricultural exports and imports.

~~A1.0~~C2.0 Students understand the interrelationship between agriculture and the environment:

~~A1.3~~C2.1 Understand important agricultural environmental impacts on soil, water, and air.
~~A1.3~~C2.2 Understand current agricultural environmental challenges.
~~A1.3~~C2.3 Understand how natural resources are used in agriculture.
~~A1.3~~C2.4 Compare and contrast practices for conserving renewable and nonrenewable resources.
~~A1.3~~C2.5 Understand how new energy sources are developed from agricultural products (e.g., gas-cogeneration and ethanol).

~~A1.0~~C3.0 Students understand the effects of technology on agriculture:

~~A3.1~~C3.1 Understand how an agricultural commodity moves from producer to consumer.
~~A3.2~~C3.2 Understand how technology influences factors such as labor, efficiency, diversity, availability, mechanization, communication, and so forth.
~~A3.3~~C3.3 Understand public concern for technological advancements in agriculture, such as genetically modified organisms.
~~A3.4~~C3.4 Understand the laws and regulations concerning biotechnology.

~~A4.0~~C4.0 Students understand the importance of animals, the domestication of animals, and the role of animals in modern society:

~~A4.1~~C4.1 Understand the evolution and roles of domesticated animals in society.
~~A4.2~~C4.2 Know the differences between domestication and natural selection.
~~A4.3~~C4.3 Understand the modern-day uses of animals and animal byproducts.
~~A4.4~~C4.4 Understand various points of view regarding the use of animals.

~~A4.4~~C4.5 Understand unique and alternative uses of animals (e.g., Handi-Riders and companion animals).

~~A5.0~~C5.0 Students understand the cell structure and function of plants and animals:

~~A5.1~~C5.1 Understand the purpose and anatomy of cells.
~~A5.2~~C5.2 Know how cell parts function.
~~A5.3~~C5.3 Understand various cell actions, such as osmosis and cell division.
~~A5.4~~C5.4 Understand how plant and animal cells are alike and different.

~~A6.0~~C6.0 Students understand animal anatomy and systems:

~~A6.1~~C6.1 Know the names and locations of the external anatomy of animals.
~~A6.2~~C6.2 Know the anatomy and major functions of vertebrate systems, including digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory, and endocrine systems.

~~A7.0~~C7.0 Students understand basic animal genetics:

~~A7.1~~C7.1 Differentiate between genotype and phenotype, and describe how dominant and recessive genes function.
~~A7.2~~C7.2 Compare genetic characteristics among cattle, sheep, swine, and horse breeds.
~~A7.3~~C7.3 Understand how to display phenotype and genotype ratios (e.g., by using a Punnett Square).
~~A7.4~~C7.4 Understand the fertilization process.
~~A7.5~~C7.5 Understand the purpose and processes of mitosis and meiosis.

~~A8.0~~C8.0 Students understand fundamental animal nutrition and feeding:

~~A8.1~~C8.1 Know types of nutrients required by farm animals (e.g., proteins, minerals, vitamins, carbohydrates, fats/oils, and water).
~~A8.2~~C8.2 Analyze suitable common feed ingredients, including forages, roughages, concentrates, and supplements, for ruminant, monogastric, equine, and avian digestive systems.
~~A8.3~~C8.3 Understand basic animal feeding guidelines and evaluate sample feeding programs for various species, including space requirements and economic considerations.

~~A9.0~~C9.0 Students understand basic animal health:

~~A9.1~~C9.1 Assess the appearance and behavior of a normal, healthy animal.
~~A9.2~~C9.2 Understand the ways in which housing, sanitation, and nutrition influence animal health and behavior.
~~A9.3~~C9.3 Understand the causes and control of common animal diseases.
~~A9.4~~C9.4 Understand how to control parasites and why.
~~A9.5~~C9.5 Understand the legal requirements for the procurement, storage, methods of application, and withdrawal times of animal medications, and know proper equipment handling and disposal techniques.

~~A10.0~~C10.0 Students understand soil science principles:

~~A10.1~~C10.1 Recognize the major soil components and types.

~~A10.2~~C10.2 Understand how soil texture, structure, pH, and salinity affect plant growth.
~~A10.3~~C10.3 Understand water delivery and irrigation system options.
~~A10.4~~C10.4 Understand the types, uses, and applications of amendments and fertilizers.

~~A11.0~~C11.0 Students understand plant growth and development:

~~A11.1~~C11.1 Understand the anatomy and functions of plant systems and structures.
~~A11.2~~C11.2 Understand plant growth requirements.
~~A11.3~~C11.3 Know annual, biennial, and perennial life cycles.
~~A11.3~~C11.4 Examine plant sexual and asexual reproduction.
~~A11.3~~C11.5 Understand the photosynthesis process and the roles of the sun, chlorophyll, sugar, oxygen, carbon dioxide, and water in the process.
~~A11.6~~C11.6 Understand the respiration process in the breakdown of food and organic matter.

~~A12.0~~C12.0 Students understand fundamental pest management:

~~A12.1~~C12.1 Understand the major classifications of pests (e.g., insects, weeds, disease, and vertebrate pests).
~~A12.2~~C12.2 Understand chemical, mechanical, cultural, and biological methods of plant pest control.
~~A12.3~~C12.3 Understand the major principles, advantages, and disadvantages of integrated pest management.

~~A13.0~~C13.0 Students understand the scientific method:

~~A13.1~~C13.1 Understand the steps of the scientific method.
~~A13.2~~C13.2 Analyze an animal or plant problem and devise a solution based on the scientific method.
~~A13.3~~C13.3 Use the scientific method to conduct agricultural experiments.

D. Animal Science Pathway

In the Animal Science Pathway, students study large, small, and specialty animals. Students explore the necessary elements—such as diet, genetics, habitat, and behavior—to create humane, ecologically and economically sustainable animal production systems. The pathway includes the study of anatomy and physiology, nutrition, reproduction, genetics, health and welfare, animal production, technology, and the management and processing of animal products and byproducts.

~~B1.0~~D1.0 Students understand the necessary elements for proper animal housing and animal handling equipment:

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~~B1.1~~D1.1 Understand appropriate space and location requirements for habitat, housing, feed, and water.
~~B1.2~~D1.2 Understand how to select habitat and housing conditions and materials (such as indoor and outdoor housing, fencing materials, air flow/ventilation, and shelters) to meet the needs of various animal species.
~~B1.3~~D1.3 Understand the purpose and the safe and humane use of restraint equipment, such as squeeze chutes, halters, and twitches.

~~B1.4~~D1.4 Understand the purpose and the safe and humane use of animal husbandry tools, such as hoof trimmers, electric shears, elastrators, dehorning tools, and scales.

~~B2.0~~D2.0 Students understand key principles of animal nutrition:

~~B2.1~~D2.1 Understand the flow of nutrients from the soil, through the animal, and back to the soil.

~~B2.2~~D2.2 Understand the principles for providing proper balanced rations for a variety of production stages in ruminants and monogastrics.

~~B2.3~~D2.3 Understand the digestive processes of the ruminant, monogastric, avian, and equine digestive systems.

~~B2.4~~D2.4 Understand how animal nutrition is affected by the digestive, endocrine, and circulatory systems.

~~B3.0~~D3.0 Students understand animal physiology:

~~B3.1~~D3.1 Understand the major systems and the function of the organs within each system.

~~B3.2~~D3.2 Understand the animal management practices that are likely to improve the functioning of the various systems.

~~B4.0~~D4.0 Students understand animal reproduction, including the function of reproductive organs:

~~B4.1~~D4.1 Understand animal conception (including estrus cycles, ovulation, and insemination).

~~B4.2~~D4.2 Understand the gestation process and basic fetal development.

~~B4.3~~D4.3 Understand the parturition process, including the identification of potential problems and their solutions.

~~B4.4~~D4.4 Understand the role of artificial insemination and embryo transfer in animal agriculture.

~~B4.5~~D4.5 Understand commonly used animal production breeding systems (e.g., purebred compared with crossbred) and reasons for their use.

~~B5.0~~D5.0 Students understand animal inheritance and selection principles, including the structure and role of DNA:

~~B5.1~~D5.1 Evaluate a group of animals for desired qualities and discern among them for breeding selection.

~~B5.2~~D5.2 Understand how to use animal performance data in the selection and management of production animals.

~~B5.3~~D5.3 Research and discuss current technology used to measure desirable traits.

~~B5.4~~D5.4 Understand how to predict phenotypic and genotypic results of a dominant and recessive gene pair.

~~B5.5~~D5.5 Understand the role of mutations (both naturally occurring and artificially induced) and hybrids in animal genetics.

~~B6.0~~D6.0 Students understand the causes and effects of diseases and illnesses in animals:

~~B6.1~~D6.1 Understand the signs of normal health in contrast to illness and disease.

~~B6.2~~D6.2 Understand the importance of animal behavior in diagnosing animal sickness and disease.

~~B6.3~~D6.3 Understand the common pathogens, vectors, and hosts that cause disease in animals.

~~B6.4~~D6.4 Understand prevention, control, and treatment practices related to pests and parasites.

~~B6.5~~D6.5 Apply quality assurance practices to the proper administration of medicines and animal handling.

~~B6.6~~D6.6 Understand how diseases are passed among animal species and from animals to humans and how that relationship affects health and food safety.

~~B6.7~~D6.7 Understand the impacts on local, national, and global economies as well as to consumers and producers when animal diseases are not appropriately contained and eradicated.

~~B7.0~~D7.0 Students understand common rangeland management practices and their impact on a balanced ecosystem:

~~B7.1~~D7.1 Understand the role of rangeland use in an effective animal production program.

~~B7.2~~D7.2 Know how rangeland management practices affect pasture production, erosion control, and the general balance of the ecosystem.

~~B7.3~~D7.3 Understand how to manage rangelands (including how to calculate carrying capacity) for a variety of animal species and locations.

~~B7.4~~D7.4 Understand how to balance rangeland use for animal grazing and for wildlife habitat.

~~B8.0~~D8.0 Students understand the challenges associated with animal waste management:

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~~B8.1~~D8.1 Understand animal waste treatment and disposal management systems.

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~~B8.2~~D8.2 Understand various methods for using animal waste and their environmental impacts.

~~B8.3~~D8.3 Understand the health and safety regulations that are an integral part of properly managed animal waste systems.

~~B9.0~~D9.0 Students understand animal welfare concerns and management practices that support animal welfare:

~~B9.1~~D9.1 Know the early warning signs of animal distress and how to rectify them.

~~B9.2~~D9.2 Understand public concerns for animal welfare in the context of housing, behavior, nutrition, transportation, disposal, and harvest.

~~B9.3~~D9.3 Understand federal and state animal welfare laws and regulations, such as those for abandoned and neglected animals, animal fighting, euthanasia, and medical research.

~~B9.4~~D9.4 Understand the regulations for humane transport and harvest of animals, such as those delineated by the U.S. Department of Agriculture, Food Safety and Inspection Service, and the Humane Methods of Slaughter Act.

~~B10.0~~D10.0 Students understand large animal (cattle, horses, swine, sheep, goats, etc.) and small animal (poultry, cavy, rabbits, etc.) production:

~~B10.1~~D10.1 Know how to synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of large and small animals.

~~B10.2~~D10.2 Understand how to develop, maintain, and use growth and management records for large or small animals.

~~B11.0~~D11.0 Students understand specialty animal (fish, marine animals, llamas, tall flightless birds, etc.) production:

~~B11.1~~D11.1 Understand the specialty animal's role in agriculture (e.g., fish farms, pack animals, working dogs).

~~B11.2~~D11.2 Understand the unique nutrition, health, and habitat requirements for specialty animals.

~~B11.3~~D11.3 Know how to synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of specialty animals.

~~B11.4~~D11.4 Understand how to develop, maintain, and use growth and management records for specialty animals.

~~B12.0~~D12.0 Students understand how animal products and byproducts are processed and marketed:

~~B12.1~~D12.1 Understand animal harvest, carcass inspection and grading, and meat processing safety regulations and practices and the removal and disposal of nonedible byproducts, such as those outlined in Hazard Analysis and Critical Control Point documents.

~~B12.2~~D12.2 Understand the relative importance of the major meat classifications, including the per capita consumption and nutritive value of those classifications.

~~B12.3~~D12.3 Understand how meat-based products and meals are made.

~~B12.4~~D12.4 Understand how nonmeat products (such as eggs, wool, pelts, hides, and byproducts) are harvested and processed.

~~B12.5~~D12.5 Understand how meat products and nonmeat products are marketed.

~~B12.6~~D12.6 Understand the value of animal byproducts to nonagricultural industries.

E. Forestry and Natural Resources Pathway

The Forestry and Natural Resources Pathway helps students understand the relationships between California's natural resources and the environment. Topics include energy and nutrient cycles, water resources and management, soil conservation, wildlife preservation and management, forest and fire management, and lumber production. In addition, students study the outdoor recreation industry and multiple-use management.

E1.0 Students understand the importance of energy and energy cycles:

E1.1 Understand the oxygen, carbon, nitrogen, and water cycles.

E1.2 Understand the difference between renewable and nonrenewable energy sources.

E1.3 Understand the difference between natural resource management conservation strategies and preservation strategies.

E1.4 Compare the effects on air and water quality of using different forms of energy.

E1.5 Analyze the way in which human activities influence energy cycles and natural resource management.

~~B8.0~~E2.0 Students understand air and water use, management practices, and conservation strategies:

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E2.1 Understand the government's role in regulating air, soil, and water use management practices and conservation strategies.
E2.2 Understand air and water conservation issues.
E2.3 Understand appropriate water conservation measures.
E2.4 Understand the component of a plan that monitors water quality.
E2.5 Understand the component of a plan that monitors air quality.
E2.6 Analyze the way in which water management affects the environment and human needs.

~~B8.0~~E3.0 Students understand soil composition and soil management:

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E3.1 Understand the systems used to classify soils.
E3.2 Understand the reasons for and importance of soil conservation.
E3.3 Understand how to analyze soils found in the different natural resource management areas.
E3.4 Understand how to develop and implement a soil management plan for a natural resource management area.
E3.5 Understand how to analyze existing soil surveys to develop effective management plans.

~~B8.0~~E4.0 Students understand rangeland management:

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E4.1 Know the locations of major U.S. and California rangeland areas.
E4.2 Understand the interrelationship of rangeland management, the environment, wildlife management, and the livestock industry.
E4.3 Understand practices used to improve rangeland quality.
E4.4 Analyze the carrying capacity in various rangelands for both wildlife species and domestic livestock.
E4.5 Distinguish among different browse and forage species in California rangelands.
E4.6 Understand the components of a rangeland monitoring plan.
E4.7 Understand the requirements and rights accompanying public land grazing permits and the government agencies involved (e.g., Bureau of Land Management and U.S. Forest Service).

~~B8.0~~E5.0 Students understand wildlife management and habitat:

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E5.1 Understand the relationship between habitat and wildlife population.
E5.2 Understand habitat requirements for different species and identify factors that influence population dynamics.
E5.3 Understand the methods for determining existing wildlife species populations.
E5.4 Understand mammalian and avian reproductive processes and explain how nutrition and habitat affect reproduction and population.
E5.5 Understand a variety of management practices used to manage wildlife populations for hunting and other recreational purposes.

E5.6 Analyze the economic and environmental significance of sport hunting and fishing industries.

E5.7 Understand the purpose, history, terminology, and challenges of the Endangered Species Act and current activities related to the Act.

~~B8.0~~E6.0 Students understand aquatic resource use and management:

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E6.1 Understand the different types of aquatic resources.

E6.2 Know the major body parts, digestive systems, and reproductive organs of aquatic species.

E6.3 Understand a variety of methods to determine the populations of existing aquatic species.

E6.4 Analyze the relationship between water quality and aquatic species habitat.

E6.5 Understand a variety of management practices for managing aquatic species for sport fishing and other purposes.

E6.6 Understand how to make financial and production decisions and maintain growth and management records for a selected aquatic species.

~~B8.0~~E7.0 Students understand the outdoor recreation industry:

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E7.1 Understand the potential environmental impacts of recreational activities and how to manage the resources affected.

E7.2 Understand basic survival skills and first-aid procedures.

E7.3 Understand appropriate trail construction and maintenance techniques.

E7.4 Understand how to select appropriate recreational gear for trips of varying types and durations and how to use it safely and appropriately (for minimum environmental impact).

E7.5 Know how to set up a campsite for minimum environmental impact.

~~B8.0~~E8.0 Students understand basic plant physiology, anatomy, and taxonomy:

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E8.1 Understand the scientific method of animal classification, including order, family, genus, and species.

E8.2 Know how to use a dichotomous key to identify plants and animals.

E8.3 Know how to identify local trees, shrubs, grasses, forbs, and wildlife species by common name.

E8.4 Recognize the factors that influence plant growth, such as respiration, temperature, nutrients, and photosynthesis.

~~B8.0~~E9.0 Students understand the role of fire in natural resource management:

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E9.1 Understand the role of fire in forest and rangeland ecosystems.

E9.2 Understand the significance of each of the components of the “fire triangle.”

E9.3 Know appropriate wildland fire-suppression practices.

E9.4 Understand the components of a fire-control plan.

E9.5 Know how to use fire-control tools safely.

E9.6 Know the training requirements for fire-suppression certification.

~~B8.0~~E10.0 Students understand forest management practices:

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E10.1 Understand how social, political, and economic factors can affect the use of forests.

E10.2 Understand the California Forest Practice Act and the requirements for Timber Harvest and Habitat Conservation Plans.
E10.3 Analyze forest management systems (e.g., sustained yield, water shed management, ecosystem management, multiple-use management).
E10.4 Analyze harvest and renewability (e.g., re-seeding and thinning) systems and identify the impact of each on the land.
E10.5 Understand Silvicultural systems and skills, including appropriate tool use.
E10.6 Understand how to identify and diagnose damage from destructive insects, diseases, and weather, and know methods for their management.

~~B8.0~~E11.0 Students understand the basic concepts of measurement, surveying, and mapping:

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E11.1 Understand the Public Land Survey System.
E11.2 Use surveying equipment, including global positioning satellites, maps, and a compass to determine area, boundaries, and elevation differences.
E11.3 Know how to apply timber-cruising and log-scaling skills to determine timber and log volume for management and marketing.
E11.4 Understand how to create a management plan map that includes layer information and data points from global information systems.

~~B8.0~~E12.0 Students understand the use, processing, and marketing of products from natural resource industries:

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E12.1 Know the marketing processes and manufacturing standards for a variety of natural resource products, including mining, quarrying, and drilling.
E12.2 Know how to manufacture a product (to manufacturing standards) from a natural resource.
E12.3 Analyze the production of specialty and seasonal products from natural resources.
E12.4 Know different wood types and their uses.
E12.5 Know lumber manufacturing processes.

~~B8.0~~E13.0 Students understand public and private land issues:

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E13.1 Understand the differences between publicly and privately held lands.
E13.2 Understand the differences between public land designations (e.g., State Park, National Forest, wilderness areas, wild and scenic areas).
E13.3 Understand the role of public and private property rights and how they affect agriculture.
E13.4 Understand the role of government in managing public and private property rights.

F. Ornamental Horticulture Pathway

The Ornamental Horticulture Pathway prepares students for careers in the nursery, landscaping, and floral industries. Topics include plant identification, plant physiology, soil science, plant reproduction, nursery production, and floriculture as well as landscaping design, installation, and maintenance.

F1.0 Students understand plant classification and use principles:

F1.1 Understand how to classify and identify plants by order, family, genus, and species.
F1.2 Understand how to identify plants by using a dichotomous key.
F1.3 Understand how common plant parts are used to classify the plants.
F1.4 Understand how to classify and identify plants by using botanical growth habits, landscape uses, and cultural requirements.
F1.5 Understand plant selection and identification for local landscape applications.

F2.0 Students understand plant physiology and growth principles:

F2.1 Understand plant systems, nutrient transportation, structure, and energy storage.
F2.2 Understand the seed's essential parts and functions.
F2.3 Understand how primary, secondary, and trace elements are used in plant growth.
F2.4 Understand the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
F2.5 Understand the tissues seen in a cross section of woody and herbaceous plants.
F2.6 Understand the factors that affect plant growth.

F3.0 Students understand sexual and asexual plant reproduction:

F3.1 Understand the different forms of sexual and asexual plant reproduction.
F3.2 Understand the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, seeds).
F3.3 Understand how to monitor plant reproduction for the development of a saleable product.

F4.0 Students understand basic integrated pest management principles:

F4.1 Read and interpret pesticide labels and understand safe pesticide management practices.
F4.2 Understand how pesticide regulations and government agencies affect agriculture.
F4.3 Understand common horticultural pests and diseases and methods of controlling them.
F4.4 Understand the systematic approach to solving plant problems.

F5.0 Students understand water and soil (media) management practices:

F5.1 Understand how basic soil science and water principles affect plant growth.
F5.2 Know basic irrigation design and installation methods.
F5.3 Prepare and amend soils, implement soil conservation methods, and compare results.
F5.4 Understand major issues related to water sources and water quality.
F5.5 Know the components of soilless media and the use of those media in various types of containers.

F6.0 Students understand ornamental plant nutrition practices:

F6.1 Analyze how primary and secondary nutrients and trace elements affect ornamental plants.
F6.2 Understand basic nutrient testing procedures on soil and plant tissue.

F6.3 Analyze organic and inorganic fertilizers to understand their appropriate uses.
F6.4 Understand how to read and interpret labels to properly apply fertilizers.

F7.0 Students understand the selection, installation, and maintenance of turf:

F7.1 Understand the selection and management of landscape and sports field turf.
F7.2 Understand how to select, install, and maintain a designated turfgrass area.
F7.3 Understand how the use of turf benefits the environment.

F8.0 Students understand nursery production principles:

F8.1 Understand how to properly use production facilities and common nursery equipment.
F8.2 Understand common nursery production practices.
F8.3 Understand how to propagate and maintain a horticultural crop to the point of sale.
F8.4 Understand marketing and merchandising principles used in nursery production.

F9.0 Students understand the use of containers and horticultural tools, equipment, and facilities:

F9.1 Understand the use of different types of containers and demonstrate how to maintain growing containers in controlled environments.
F9.2 Operate and maintain selected hand and power equipment safely and appropriately.
F9.3 Select proper tools for specific horticultural jobs.
F9.4 Understand how to install landscape components and electrical land and water features.

F10.0 Students understand basic landscape planning, design, construction, and maintenance:

F10.1 Know the terms associated with landscape and design and their appropriate use.
F10.2 Understand the principles of residential design, including how to render design to scale.
F10.3 Understand proper landscape planting and maintenance practices.
F10.4 Prune ornamental shrubs, trees, and fruit trees.
F10.5 Develop clear and concise landscape business contracts.

F11.0 Students understand basic floral design principles:

F11.1 Understand the use of plant materials and tools.
F11.2 Apply basic design principles to products and designs.
F11.3 Handle, prepare, and arrange cut flowers appropriately.
F11.4 Understand marketing and merchandising principles used in the floral industry.

G. Plant and Soil Science Pathway

The Plant and Soil Science Pathway covers topics such as plant classification, physiology, reproduction, plant breeding, biotechnology, and pathology. In addition, students learn about soil management, water, pests, and equipment as well as cultural and harvest practices.

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~~C1.0~~G1.0 Students understand plant classification principles:

- ~~C1.1~~G1.1 Understand how to classify and identify plants by order, family, genus, and species.
- ~~C1.2~~G1.2 Understand how to identify plants by using a dichotomous key.
- ~~C1.3~~G1.3 Understand how common plant parts are used to classify the plants.
- ~~C1.4~~G1.4 Understand the differences between and uses of native and nonnative plants.
- ~~C1.5~~G1.5 Understand the differences between monocots and dicots.
- ~~C1.6~~G1.6 Understand the differences between plants under production and weeds.

~~C2.0~~G2.0 Students understand cell biology:

- ~~C2.1~~G2.1 Understand the differences between prokaryotic cells and plant and animal eukaryotic cells and how viruses differ from them in complexity and general structure.
- ~~C2.2~~G2.2 Understand plant cellular function reactions when plants are grown under different conditions.
- ~~C2.3~~G2.3 Understand what functions organelles play in the health of the cell.
- ~~C2.4~~G2.4 Understand the part of the cell that is responsible for the genetic information that controls plant growth and development.
- ~~C2.5~~G2.5 Understand plant inheritance principles, including the structure and role of DNA.
- ~~C2.6~~G2.6 Understand which organelles in plant cells carry out photosynthesis.

~~C3.0~~G3.0 Students understand plant physiology and growth principles:

- ~~C3.1~~G3.1 Understand plant systems, nutrient transportation, structure, and energy storage.
- ~~C3.2~~G3.2 Understand the seed's essential parts and functions.
- ~~C3.3~~G3.3 Understand how primary, secondary, and trace elements are used in plant growth.
- ~~C3.4~~G3.4 Understand the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
- ~~C3.5~~G3.5 Understand the tissues seen in a cross section of woody and herbaceous plants.
- ~~C3.6~~G3.6 Understand the factors that affect plant growth and predict plant response.

~~C4.0~~G4.0 Students understand sexual and asexual reproduction of plants:

- ~~C4.1~~G4.1 Understand the different forms of sexual and asexual plant reproduction.
- ~~C4.2~~G4.2 Understand the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, and seeds).
- ~~C4.3~~G4.3 Understand the proper sterile technique used in tissue culture.

~~C5.0~~G5.0 Students understand pest problems and management:

- ~~C5.1~~G5.1 Understand how to categorize insects as pests, beneficial, or neutral and their roles.
- ~~C5.2~~G5.2 Understand the role of other pests, such as nematodes, molds, mildews, and weeds.
- ~~C5.3~~G5.3 Know conventional, sustainable, and organic management methods to prevent or treat plant disease symptoms.

~~C5.4~~G5.4 Understand integrated pest management to prevent, treat, and control plant disease symptoms (including conventional, sustainable, and organic management methods).

~~C5.5~~G5.5 Understand how biotechnology can be used to manage pests.

~~C6.0~~G6.0 Students understand soils and plant production:

~~C6.1~~G6.1 Understand soil types, soil texture, structure, and bulk density and explain the U.S. Department of Agriculture (USDA) soil-quality rating procedure.

~~C6.2~~G6.2 Understand soil properties necessary for successful plant production, including pH, EC, and essential nutrients.

~~C6.3~~G6.3 Understand soil biology and diagram the soil food chain.

~~C6.4~~G6.4 Understand how soil biology affects the environment and natural resources.

~~C7.0~~G7.0 Students understand effective tillage and soil conservation management practices:

~~C7.1~~G7.1 Understand how to effectively manage and conserve soil through conventional, minimum, conservation, and no-tillage irrigation and through drainage and tillage practices.

~~C7.2~~G7.2 Understand how global positioning systems, surveying, laser leveling, and other tillage practices conserve soil.

~~C7.3~~G7.3 Use tools such as the USDA and the local Resource Conservation District soil survey maps to determine appropriate soil management practices.

~~C8.0~~G8.0 Students understand effective water management practices:

~~C8.1~~G8.1 Understand California water history, current issues, water rights, water law, and water transfer through different distribution projects throughout the state.

~~C8.2~~G8.2 Understand the local, state, and federal agencies that regulate water quality and availability in California.

~~C8.3~~G8.3 Understand the definition of a watershed and how it is used to measure water quality.

~~C8.4~~G8.4 Understand effective water management and conservation practices, including the use of tailwater ponds.

~~C8.5~~G8.5 Know water-testing standards and perform bioassay and macro-invertebrate protocols to assess water quality.

~~C9.0~~G9.0 Students understand the concept of an “agrosystem” approach to production:

~~C9.1~~G9.1 Understand how to identify and classify the plants and animals in an agricultural system (as producers, consumers, or decomposers).

~~C9.2~~G9.2 Understand the elements of conventional, sustainable, and organic production systems.

~~C9.3~~G9.3 Understand the components of “whole-system management.”

~~C10.0~~G10.0 Students understand local crop management and production practices:

~~C10.1~~G10.1 Understand local cultural techniques, including monitoring, pruning, fertilization, planting, irrigation, harvest treatments, processing, and packaging practices for various tree, grain, hay, and vegetable classes.

~~C10.2~~G10.2 Understand common local commodities marketing and shipping characteristics.

~~C10.3~~G10.3 Understand general maturity and harvest time guidelines for specific local plant products.

~~C11.0~~G11.0 Students understand plant biotechnology:

~~C11.1~~G11.1 Understand how changing technology—such as micropropagation, biological pest controls, and genetic engineering (including DNA extraction and gel electrophoresis)—affects plant production, yields, and management.

~~C11.2~~G11.2 Understand the various technology advancements that affect plant and soil science (such as global positioning systems, global information systems, variable rate technology, and remote sensing).

~~C11.3~~G11.3 Know how herbicide-resistant plant genes can affect the environment.

~~C11.4~~G11.4 Understand how genetic engineering techniques have been used to improve crop yields.

~~C11.5~~G11.5 Understand the effects of agricultural biotechnology, including genetically modified organisms, on the agriculture industry and the larger society and the pros and cons of such use.

Arts, Media, and Entertainment Industry Sector
Model Curriculum Standards

Arts, Media, and Entertainment Career Pathways

Media and Design Arts
Performing Arts
Production and Managerial Arts

Of all the career industries, the Arts, Media, and Entertainment sector requires perhaps the greatest cross-disciplinary interaction and development because the work in this sector has a propensity to be largely project-based, requiring uniquely independent work and career self-management skills. New technological developments are also constantly reshaping the boundaries and skill sets of many arts career pathways. Consequently, core arts sector occupations demand constantly varying combinations of artistic imagination, metaphoric representation, symbolic connections, and technical skills. Successful career preparation involves both in-depth and broad academic preparation as well as the cultivation of such intangible assets as flexibility, problem-solving abilities, and interpersonal skills. Careers in the Arts, Media, and Entertainment sector fall within three general pathways: Media and Design Arts, Performing Arts, and Production and Managerial Arts. The foundation and pathway standards make explicit the appropriate knowledge, skills, and practical experience students should have to pursue their chosen profession through whatever course of postsecondary, collegiate, and graduate training or apprenticeship it may require.

Learning the skills and knowledge for creating, refining, and exhibiting works of art promotes teamwork, communication, creative thinking, and decision-making abilities—all traits needed to function successfully in the competitive and media-rich twenty-first century. Through the manipulation of sight, sound, and motion, those choosing a pathway from this sector reach out in unique ways to enhance the quality of life for those around them.

Foundation Standards

1.0 *Academics*

Students understand the academic content required for entry into postsecondary education and employment within the Arts, Media, and Entertainment sector:

1.1 *Mathematics:*

Specific applications of number sense (grade seven)

(1.7) Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.

(2.2) Add and subtract fractions by using factoring to find common denominators.

(2.3) Multiply, divide, and simplify rational numbers by using exponent rules.

Specific application of measurement and geometry (grade seven)

(1.1) Compare weights, capacities, geometric measures, times, and temperatures within and between measurement systems (e.g., miles per hour and feet per second, cubic inches to cubic centimeters).

(1.2) Construct and read drawings and models made to scale.

Specific application of mathematical reasoning (grade seven)

(1.3) Determine when and how to break a problem into simpler parts.

(3.1) Evaluate the reasonableness of the solution in the context of the original situation.

Specific application of Algebra I (grades eight through twelve)

(15.0) Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

(24.1) Students explain the difference between inductive and deductive reasoning and identify and provide examples of each.

(24.2) Students identify the hypothesis and conclusion in logical deduction.

(24.3) Students use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.

(25.1) Students use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions.

(25.2) Students judge the validity of an argument according to whether the properties of the real number system and the order of operations have been applied correctly at each step.

(25.3) Given a specific algebraic statement involving linear, quadratic, or absolute value expressions or equations or inequalities, students determine whether the statement is true sometimes, always, or never.

Specific application of geometry (grades eight through twelve)

(3.0) Students construct and judge the validity of a logical argument and give counterexamples to disprove a statement.

Specific application of probability and statistics (grades eight through twelve)

(3.0) Students demonstrate an understanding of the notion of discrete random variables by using them to solve for the probabilities of outcomes, such as the probability of the occurrence of five heads in 14 coin tosses.

(8.0) Students organize and describe distributions of data by using a number of different methods, including frequency tables, histograms, standard line and bar graphs, stem-and-leaf displays, scatterplots, and box-and-whisker plots.

1.2 *Science:*

Specific applications of investigation and experimentation (grades nine through twelve**)**

(1.a) Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.

(1.b) Identify and communicate sources of unavoidable experimental error.

(1.c) Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.

(1.d) Formulate explanations by using logic and evidence.

(1.e) Solve scientific problems by using quadratic equations and simple trigonometric, exponential, and logarithmic functions.

(1.f) Distinguish between hypothesis and theory as scientific terms.

(1.g) Recognize the usefulness and limitations of models and theories as scientific representations of reality.

(1.h) Read and interpret topographic and geologic maps.

(1.i) Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem).

(1.j) Recognize the issues of statistical variability and the need for controlled tests.

(1.k) Recognize the cumulative nature of scientific evidence.

(1.l) Analyze situations and solve problems that require combining and applying concepts from more than one area of science.

(1.m) Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

(1.n) Know that when an observation does not agree with an accepted scientific theory, the observation is sometimes mistaken or fraudulent (e.g., the Piltdown Man fossil or unidentified flying objects) and that the theory is sometimes wrong (e.g., the Ptolemaic model of the movement of the Sun, Moon, and planets).

Specific applications of physics (grades nine through twelve)

(4.d) *Students* know sound is a longitudinal wave whose speed depends on the properties of the medium in which it propagates.

(4.e) *Students* know radio waves, light, and X-rays are different wavelength bands in the spectrum of electromagnetic waves whose speed in a vacuum is approximately 3×10^{8} m/s (186,000 miles/second).

(4.f) *Students know* how to identify the characteristic properties of waves: (beats), diffraction, refraction, Doppler effect, and polarization.

(5.c) Students know any resistive element in a DC circuit dissipates energy, which heats the resistor. Students can calculate the power (rate of energy dissipation) in any resistive circuit element by using the formula Power = *IR* (potential difference) × I (current) = I^2R.

(5.d) *Students* know the properties of transistors and the role of transistors in electric circuits.

1.3 *History–Social Science:*

Specific applications of chronological and spatial thinking (grades nine through twelve)

(2) Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.

Specific applications of historical research, evidence, and point of view (grades nine through twelve)

(1) Students distinguish valid arguments from fallacious arguments in historical interpretations.

(2) Students identify bias and prejudice in historical interpretations.

(4) Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

Specific applications of historical interpretation (grades nine through twelve)

(1) Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

(2) Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.

(3) Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.

(4) Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.

Specific applications of world history, culture, and geography (grade ten)

(10.3.5) Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.

(10.3.7) Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.

(10.6.4) Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the “lost generation” of Gertrude Stein, Ernest Hemingway).

(10.11) Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).

Specific applications of United States history and geography (grade eleven)

(11.5.5) Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes).

(11.5.6) Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.

(11.5.7) Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.

(11.18.8) Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).

Specific applications of principles of American democracy (grade twelve)

(12.3) Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.

(12.3.1) Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.

(12.3.2) Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.

(12.3.3) Discuss the historical role of religion and religious diversity.

(12.3.4) Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.

Specific applications of principles of economics (grade twelve)

(12.2) Students analyze the elements of America's market economy in a global setting.

(12.2.1) Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.

(12.2.2) Discuss the effects of changes in supply and/ or demand on the relative scarcity, price, and quantity of particular products.

(12.2.3) Explain the roles of property rights, competition, and profit in a market economy.

(12.2.4) Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.

(12.2.5) Understand the process by which competition among buyers and sellers determines a market price.

(12.2.6) Describe the effect of price controls on buyers and sellers.

(12.2.7) Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.

(12.2.8) Explain the role of profit as the incentive to entrepreneurs in a market economy.

(12.2.9) Describe the functions of the financial markets.

(12.2.10) Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.

(12.3) Students analyze the influence of the federal government on the American economy.

(12.3.1) Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers' rights.

(12.3.2) Identify the factors that may cause the costs of government actions to outweigh the benefits.

(12.3.3) Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels.

(12.3.4) Understand the aims and tools of monetary policy and their influence on economic activity (e.g., the Federal Reserve).

(12.4) Students analyze the elements of the U.S. labor market in a global setting.

(12.4.1) Understand the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the mini-mum wage, and unemployment insurance.

(12.4.2) Describe the current economy and labor market, including the types of goods and services produced, the types of skills workers need, the effects of rapid technological change, and the impact of international competition.

(12.4.3) Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.

(12.4.4) Explain the effects of international mobility of capital and labor on the U.S. economy.

1.4 *Visual and Performing Arts:*

Specific applications of visual arts at the advanced level (grades nine through twelve)

(5.2) Compare and contrast works of art, probing beyond the obvious and identifying psychological content found in the symbols and images.

(5.3) Prepare portfolios of their original works of art for a variety of purposes (e.g., review for postsecondary application, exhibition, job application, and personal collection).

Specific applications of dance at the proficient level (grades nine through twelve)

(4.1) Describe how the qualities of a theatrical production contribute to the success of a dance performance (e.g., music, lighting, costuming, text, set design).

Specific applications of dance at the advanced level (grades nine through twelve)

(5.3) Synthesize information from a variety of health-related resources to maintain physical and emotional health.

Specific applications of music at the advanced level (grades nine through twelve)

(5.1) Explain ways in which the principles and subject matter of music and various disciplines outside the arts are interrelated.

Specific applications of theatre at the advanced level (grades nine through twelve)

(4.2) Draw conclusions about the effectiveness of informal and formal productions, films/videos, or electronic media on the basis of intent, structure, and quality of the work.

(5.3) Communicate creative, design, and directorial choices to ensemble members, using leadership skills, aesthetic judgment, or problem-solving skills.

2.0 *Communications*

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contents:

2.1 *Reading:*

Specific applications of English–language arts (grade eight)

(3.2) Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.

Specific applications of English–language arts (grades nine and ten)

(2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

(2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

(2.3) Generate relevant questions about readings on issues that can be researched.

(2.4) Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.

(2.5) Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

(2.6) Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).

Specific applications of English–language arts (grades eleven and twelve)

(1.1) Trace the etymology of significant terms used in political science and history.

(1.2) Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.

(1.3) Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences

(2.1) Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.

(2.2) Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

(2.3) Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

(2.4) Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

(2.5) Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

(2.6) Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

(3.1) Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

(3.2) Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

(3.3) Analyze the ways in which irony, tone, mood, the author's style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both.

(3.4) Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.

(3.5) Analyze recognized works of American literature representing a variety of genres and traditions:

a. Trace the development of American literature from the colonial period forward.
b. Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period.
c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

(3.6) Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare's tragedy *Macbeth).*

(3.7) Analyze recognized works of world literature from a variety of authors:

a. Contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g., Homeric Greece, medieval, romantic, neoclassic, modern).
b. Relate literary works and authors to the major themes and issues of their eras.
c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and, settings.

(3.8) Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor). (Political approach)

(3.9) Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)

2.2 *Writing:*

Specific applications of English–language arts (grade eight)

(2.5) Write documents related to career development, including simple business letters and job applications:

a. Present information purposefully and succinctly and meet the needs of the intended audience.

b. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).

Specific applications of English–language arts (grades eleven and twelve)

(1.1) Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

(1.2) Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.

(1.3) Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

(1.4) Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.

(1.5) Use language in natural, fresh, and vivid ways to establish a specific tone.

(1.6) Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

(1.7) Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).

(1.8) Integrate databases, graphics, and spreadsheets into word-processed documents.

(1.9) Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

(2.5) Write job applications and resumes:

a. Provide clear and purposeful information and address the intended audience appropriately.
b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
c. Modify the tone to fit the purpose and audience.
d. Follow the conventional style for that type of document (e.g., resume, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

(2.6) Deliver multimedia presentations:

a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
b. Select an appropriate medium for each element of the presentation.
c. Use the selected media skillfully, editing appropriately and monitoring for quality.
d. Test the audience's response and revise the presentation accordingly.

2.3 *Listening and Speaking:*

Specific applications of English–language arts (grade seven)

(1.8) Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied.

Specific applications of English–language arts (grades nine and ten)

(2.3) Apply appropriate interviewing techniques:

a. Prepare and ask relevant questions.
b. Make notes of responses.
c. Use language that conveys maturity, sensitivity, and respect.
d. Respond correctly and effectively to questions.
e. Demonstrate knowledge of the subject or organization.
f. Compile and report responses.
g. Evaluate the effectiveness of the interview.

Specific applications of English–language arts (grades eleven and twleve)

(1.1) Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).

(1.2) Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.

(1.3) Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).

(1.4) Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.

(1.5) Distinguish between and use various forms of classical and contemporary logical arguments, including:
a. Inductive and deductive reasoning
b. Syllogisms and analogies

(1.6) Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.

(1.7) Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.

(1.8) Use effective and interesting language, including:
a. Informal expressions for effect
b. Standard American English for clarity
c. Technical language for specificity

(1.9) Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.

(1.10) Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.

(1.11) Critique a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience.

(1.12) Identify logical fallacies used in oral addresses (e.g., attack ad hominem, false causality, red herring, overgeneralization, bandwagon effect).

(1.13) Analyze the four basic types of persuasive speech (i.e., propositions of fact, value, problem, or policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.

(1.14) Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").

2.4 *Written and Oral English Language Conventions:*

Specific applications of English–language arts (grades eleven and twelve)

(1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.

(1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.

(1.3) Reflect appropriate manuscript requirements in writing.

3.0 *Career Planning and Management*

Students understand how to make effective decisions, use career information, and manage personal career plans:

3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.
3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.
3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.
3.6 Know key strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and portfolio preparation.
3.7 Understand the impact of the economic environment on the arts industry.

3.8 Understand the use of contracts in the arts industry and the principles and responsibilities of working as an independent contractor, including budgeting, project planning, advertising, and marketing strategies.

4.0 *Technology*

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.
4.2 Understand the use of technological resources to access, manipulate, and produce information, products, and services.
4.3 Understand the influence of current and emerging technology on selected segments of the economy.
4.4 Understand digital applications appropriate to specific media and projects.
4.5 Know the key technological skills appropriate for occupations in the arts industry.
4.6 Know how technology and the arts are interrelated in the development of presentations and productions.
4.7 Understand how technology can reinforce, enhance, or alter products and performances.

5.0 *Problem Solving and Critical Thinking*

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:

5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
5.2 Understand the universal, systematic problem-solving model that incorporates input, process, outcome, and feedback components.
5.3 Use critical thinking skills to make informed decisions and solve problems.
5.4 Use the elements of the particular art form to observe, perceive, and respond.
5.5 Understand the application of research and analysis skills to the creation of content.

6.0 *Health and Safety*

Students understand health and safety policies, procedures, regulations, and practices, including equipment and hazardous material handling:

6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
6.2 Understand critical elements for health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.
6.3 Know how to take responsibility for a safe and healthy work environment.
6.4 Understand the lifestyle choices and physical preparation required to function and maintain work activities in the chosen field.
6.5 Understand the opportunities for and challenges to maintaining physical and emotional health.

7.0 *Responsibility and Flexibility*

Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.
7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
7.3 Understand the need to adapt to varied roles and responsibilities.
7.4 Understand that individual actions can affect the larger community.
7.5 Know the current issues and trends related to the field, distinguishing the different and convergent objectives that drive the industry.
7.6 Understand the value of flexibility in all aspects of the creative process (e.g., nonconforming ideas and concepts) and how flexibility influences business relationships (e.g., employer-client).
7.7 Develop a personal commitment to and apply high-quality craftsmanship to a product or presentation and continually refine and perfect it.

8.0 *Ethics and Legal Responsibilities*

Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

8.1 Know major local, district, state, and federal regulatory agencies and entities that affect industry and how they enforce laws and regulations.
8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.
8.3 Understand the role of personal integrity and ethical behavior in the workplace.
8.4 Adhere to the copyright and intellectual property laws and regulations, and use and cite proprietary information appropriately.
8.5 Understand the ethical implications of the degree of influence media, arts, and performances have on individuals.
8.6 Understand liability and compliance issues relevant to the arts, media, and entertainment industries.

9.0 *Leadership and Teamwork*

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
9.2 Understand the ways in which preprofessional associations and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
9.3 Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.
9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.

9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
9.6 Understand the fluid and diverse organizational structures in the field.
9.7 Cultivate consensus, continuous improvement, respect for the opinions of others, cooperation, adaptability, and conflict resolution.

10.0 *Technical Knowledge and Skills*

Students understand the essential knowledge and skills common to all pathways in the Arts, Media, and Entertainment sector:

10.1 Know universal cultural concepts and identify cultural differences.
10.2 Articulate the characteristics of various art forms from past and present cultures and analyze similar themes used by various cultures in a variety of arts settings.
10.3 Understand the historic impact of the arts and technology on society.
10.4 Compare and contrast the roles of creators, performers, and others involved in the production and presentation of the arts.
10.5 Define the factors that could affect creators, performers, and others involved in the production and presentation of the arts.
10.6 Know the appropriate skills and vocabulary of the art form.
10.7 Understand and analyze the elements of the art form.
10.8 Know key influences on the origin and evolution of art, technology, media, and performance (e.g., the influence of historical styles on contemporary idioms).
10.9 Understand the economic basis of for-profit and not-for-profit performing arts organizational structures.
10.10 Use technical applications in the creative process, where appropriate.
10.11 Know the ways in which literature builds an understanding of the many dimensions (e.g., intellectual and philosophical, moral and ethical, aesthetic) of human experience.
10.12 Use a variety of strategies (e.g., personal experience, discussion, research) to comprehend, interpret, evaluate, and appreciate source and technical documents and materials.

11.0 *Demonstration and Application*

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

Pathway Standards

A. Media and Design Arts Pathway

The Media and Design Arts Pathway includes those occupations that use tools and material as the primary means of creative expression. This career pathway requires the development of knowledge and skills by which individuals are able to express themselves through manipulation of physical objects. Careers in Media and Design Arts may be found in the following broad fields:

- **Visual:** Traditional fine artist, photographer, designer in various media, commercial artist, architect

- **Aural:** Manipulator of sound; for example, sound engineer involved in mixing, recording, sampling, and broadcasting
- **Written:** Writer, publisher, printer, scriptwriter, poet
- **Electronic:** Computer graphics artist, computer game developer, Web designer (Many new and traditional art forms depend upon electronic technology in the creative process.)

A1.0 Students master appropriate visual and performing arts (VPA) and English–language arts content standards in relation to visual, aural, written, and electronic media projects and products:

A1.1 Specific applications of VPA **artistic perception** standards for **visual arts** at the **proficient** level (grades nine through twelve)

(1.1) Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.

(1.3) Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.

(1.4) Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.

(1.5) Analyze the material used by a given artist and describe how its use influences the meaning of the work.

(1.6) Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.

Specific applications of VPA **artistic perception** standards for **visual arts** at the **advanced** level (grades nine through twelve)

(1.1) Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.

(1.3) Analyze their works of art as to personal direction and style.

(1.5) Compare how distortion is used in photography or video with how the artist uses distortion in painting or sculpture.

(1.6) Describe the use of the elements of art to express mood in one or more of their works of art.

(1.8) Analyze the works of a well-known artist as to the art media selected and the effect of that selection on the artist's style.

A1.2 Specific applications of VPA **creative expression** standards for **visual arts** at the **proficient** level (grades nine through twelve)

(2.1) Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.

(2.2) Prepare a portfolio of original two-and three-dimensional works of art that reflects refined craftsmanship and technical skills.

(2.3) Develop and refine skill in the manipulation of digital imagery (either still or video).

(2.4) Review and refine observational drawing skills.

Specific applications of VPA **creative expression** standards for **visual arts** at the **advanced** level (grades nine through twelve)

(2.1) Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.

(2.4) Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion.

(2.5) Use innovative visual metaphors in creating works of art.

(2.6) Present a universal concept in a multimedia work of art that demonstrates knowledge of technology skills.

A1.3 Specific applications of VPA **historical and cultural** context standards for **visual arts** at the **proficient** level (grades nine through twelve)

(3.1) Identify similarities and differences in the purposes of art created in selected cultures.

(3.2) Identify and describe the role and influence of new technologies on contemporary works of art.

(3.3) Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.

Specific applications of VPA **historical and cultural** context standards for **visual arts** at the **advanced** level (grades nine through twelve)

(3.1) Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in the works of art examined.

(3.2) Identify contemporary artists worldwide who have achieved regional, national, or international recognition and discuss ways in which their work reflects, plays a role in, and influences present-day culture.

(3.3) Investigate and discuss universal concepts expressed in works of art from diverse cultures.

A1.4 Specific applications of VPA **aesthetic valuing** standards for **visual arts** at the **proficient** level (grades nine through twelve)

(4.1) Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.

(4.3) Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.

(4.4) Articulate the process and rationale for refining and reworking one of their own works of art.

(4.5) Employ the conventions of art criticism in writing and speaking about works of art.

Specific applications of VPA **aesthetic valuing** standards for **visual arts** at the **advanced** level (grades nine through twelve)

(4.1) Describe the relationship involving the art maker (artist), the making (process), the artwork (product), and the viewer.

(4.3) Analyze and articulate how society influences the interpretation and message of a work of art.

(4.6) Develop written criteria for the selection of a body of work from their portfolios that represents significant achievements.

A1.5 Specific applications of VPA **connections, relationships, applications** standards for **visual arts** at the **proficient** level (grades nine through twelve)

(5.2) Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.

(5.3) Compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition.

(5.4) Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).

Specific applications of VPA **connections, relationships, applications** standards for **visual arts** at the **advanced** level (grades nine through twelve)

(5.1) Speculate on how advances in technology might change the definition and function of the visual arts.

(5.2) Compare and contrast works of art, probing beyond the obvious and identifying psychological content found in the symbols and images.

(5.3) Prepare portfolios of their original works of art for a variety of purposes (e.g., review for postsecondary application, exhibition, job application, and personal collection).

(5.4) Investigate and report on the essential features of modern or emerging technologies that affect or will affect visual artists and the definition of the visual arts.

A1.6 Specific applications of English–language arts **literary response and analysis** (grades eleven and twelve)

(3.1) Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

(3.3) Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

(3.6) Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare's tragedy Macbeth).

(3.9) Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)

A1.7 Specific applications of English–language arts **writing strategies** and applications (grades eleven and twelve)

(1.1) Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

(1.2) Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.

(1.4) Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.

(1.5) Use language in natural, fresh, and vivid ways to establish a specific tone.

(1.8) Integrate databases, graphics, and spreadsheets into word-processed documents.

(1.9) Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

(2.2) Write responses to literature:

a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.

e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

(2.3) Write reflective compositions:

a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).
b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.

(2.4) Write historical investigation reports:

a. Use exposition, narration, description, argumentation, exposition, or some combination of rhetorical strategies to support the main proposition.
b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
e. Include a formal bibliography.

Specific applications of English–language arts **writing and oral English language conventions** (grades eleven and twelve)

(1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.

(1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.

(1.3) Reflect appropriate manuscript requirements in writing.

A2.0 Students understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway:

A2.1 Analyze the way in which technical design (e.g., color theory, lighting, graphics, typography, posters, sound, costumes, makeup) contributes to a performance or presentation.
A2.2 Know the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation.
A2.3 Use technology to create a variety of audio, visual, written, and electronic products and presentations.

A2.4 Know the features and uses of current and emerging technology related to computing (e.g., optical character recognition, sound processing, cable TV, cellular phones).

A2.5 Know the writing processes, formats, and conventions used for various media.

A2.6 Understand technical support related to various media and design arts.

A2.7 Know how advanced and emerging technologies (e.g., virtual environment or voice recognition software) may affect or improve media and design arts products or productions.

A2.8 Use models, simulations, and other tests to determine optimal design solutions from a variety of options.

B. Performing Arts Pathway

The Performing Arts Pathway focuses on the direct creation of art and entertainment by the individual artist instead of through a secondary physical medium. Performing artists are themselves the medium of creative expression. The Performing Arts Pathway includes the following career options:

- **Aural Performance:** Singer, musician, voiceover artist, narrator, composer, music arranger
- **Physical Performance**: Dancer, mime, model, acrobatic and stunt worker
- **Theatrical Performance**: Actor (e.g., stage, film, video, DVD), performance artist, stage illusionist

B1.0 Students master appropriate visual and performing arts (VPA) content standards for artistic perception in relation to theatrical, aural, and physical performance:

B1.1 Specific applications of VPA artistic perception for dance at the advanced level (grades nine through twelve)

(1.1) Demonstrate highly developed physical coordination and control when performing complex locomotor and axial movement phrases from a variety of genres (e.g., refined body articulation, agility, balance, strength).

(1.2) Perform in multiple dance genres, integrating an advanced level of technical skill and clear intent.

(1.3) Memorize and perform complicated works of dance at a level of professionalism (i.e., a high level of refinement).

(1.4) Apply a wide range of kinesthetic communication, demonstrating clarity of intent and stylistic nuance.

(1.5) Select specific dance vocabulary to describe movement and dance elements in great detail.

B1.2 Specific applications of VPA **artistic perception** for **music** at the **advanced** level (grades nine through twelve)

(1.1) Read a full instrument or vocal score and describe how the elements of music are used.

(1.2) Transcribe simple songs into melodic and rhythmic notation when presented aurally (level of difficulty: 2; scale: 1-6).

(1.3) Sight-read music accurately and expressively (level of difficulty: 4; scale: 1-6).

(1.4) Analyze and describe significant musical events perceived and remembered in a given aural example.

(1.5) Analyze and describe the use of musical elements in a given work that makes it unique, interesting, and expressive.

(1.6) Compare and contrast the use of form, both past and present, in a varied repertoire of music from diverse genres, styles, and cultures.

B1.3 Specific applications of VPA **artistic perception** for **theatre** at the **advanced** level (grades nine through twelve)

(1.1) Use the vocabulary of theatre, such as genre, style, acting values, theme, and design, to describe theatrical experiences.

(1.2) Research, analyze, or serve as the dramaturg for a play in collaboration with the director, designer, or playwright.

(1.3) Identify the use of metaphor, subtext, and symbolic elements in scripts and theatrical productions.

B2.0 Students master appropriate VPA content standards for **creative expression** in relation to theatrical, aural, and physical performance:

B2.1 Specific applications of VPA creative expression for dance at the proficient level (grades nine through twelve)

(2.2) Identify and apply basic music elements (e.g., rhythm, meter, tempo, timbre) to construct and perform dances.

(2.3) Design a dance that utilizes an established dance style or genre.

(2.4) Perform original works that employ personal artistic intent and communicate effectively.

(2.5) Perform works by various dance artists communicating the original intent of the work while employing personal artistic intent and interpretation.

Specific applications of VPA **creative expression** for **dance** at the **advanced** level (grades nine through twelve)

(2.1) Create a diverse body of works of dance, each of which demonstrates originality, unity, clarity of intent, and a dynamic range of movement.

(2.2) Use dance structures, musical forms, theatrical elements, and technology to create original works.

(2.3) Notate dances, using a variety of systems (e.g., labanotation, motif writing, personal systems).

(2.4) Perform a diverse range of works by various dance artists, maintaining the integrity of the work while applying personal artistic expression.

(2.6) Teach to peers a variety of complex movement patterns and phrases.

B2.2 Specific applications of VPA creative expression for **music** at the **advanced** level (grades nine through twelve)

(2.1) Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation written and memorized, by oneself and in ensembles (level of difficulty: 5; scale: 1-6).

(2.2) Sing music written in four parts with and without accompaniment.

(2.3) Sing in small ensembles, with one performer for each part (level of difficulty: 5; scale: 1-6).

(2.4) Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 5; scale: 1-6).

(2.5) Perform in small instrumental ensembles with one performer for each part (level of difficulty: 5; scale: 1-6).

(2.6) Compose music in distinct styles.

(2.7) Compose and arrange music for various combinations of voice and acoustic and digital/electronic instruments, using appropriate ranges and traditional and nontraditional sound sources.

(2.8) Create melodic and rhythmic improvisations in a style or genre within a musical culture (e.g., gamelan, jazz, and mariachi).

B2.3 Specific applications of VPA creative expression for **theatre** at the **proficient** level (grades nine through twelve)

(2.1) Make acting choices, using script analysis, character research, reflection, and revision through the rehearsal process.

(2.2) Write dialogues and scenes, applying basic dramatic structure: exposition, complication, conflict, crises, climax, and resolution.

(2.3) Design, produce, or perform scenes or plays from a variety of theatrical periods and styles, including Shakespearean and contemporary realism.

Specific applications of VPA creative expression for **theatre** at the **advanced** level (grades nine through twelve)

(2.1) Make acting choices, using script analysis, character research, reflection, and revision to create characters from classical, contemporary, realistic, and nonrealistic dramatic texts.

(2.2) Improvise or write dialogues and scenes, applying basic dramatic structure (exposition, complication, crises, climax, and resolution) and

including complex characters with unique dialogue that motivates the action.

(2.3) Work collaboratively as designer, producer, or actor to meet directorial goals in scenes and plays from a variety of contemporary and classical playwrights.

B3.0 Students master appropriate VPA content standards for historical and cultural context in relation to theatrical, aural, and physical performance:

B3.1 Specific applications of VPA historical and cultural context standards for **dance** at the **proficient** level (grades nine through twelve)

(3.1) Identify and perform folk/traditional, social, and theatrical dances with appropriate stylistic nuances.

(3.2) Describe ways in which folk/traditional, social, and theatrical dances reflect their specific cultural context.

(3.3) Explain how the works of dance by major choreographers communicate universal themes and sociopolitical issues in their historical/cultural contexts (e.g., seventeenth-century Italy, eighteenth-century France, the women's suffrage movement, dance in the French courts, Chinese cultural revolution).

B3.2 Specific applications of VPA historical and cultural context standards for **music** at the **proficient** level (grades nine through twelve)

(3.2) Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.

(3.5) Classify, by genre or style and historical period or culture, unfamiliar but representative aural examples of music and explain the reasoning for the classification.

Specific applications of VPA historical and cultural context standards for **music** at the **advanced level** (grades nine through twelve)

(3.1) Analyze how the roles of musicians and composers have changed or remained the same throughout history.

(3.2) Identify uses of music elements in nontraditional art music (e.g., atonal, twelve-tone, serial).

(3.3) Compare and contrast the social function of a variety of music forms in various cultures and time periods.

(3.4) Perform music from a variety of cultures and historical periods.

(3.8) Compare and contrast musical genres or styles that show the influence of two or more cultural traditions.

B3.3 Specific applications of VPA historical and cultural context standards for **theatre** at the **proficient** level (grades nine through twelve)

(3.1) Identify and compare how film, theatre, television, and electronic media productions influence our values and behaviors.

(3.3) Identify key figures, works, and trends in world theatrical history from various cultures and time periods.

Specific applications of VPA historical and cultural context standards for **theatre** at the **advanced** level (grades nine through twelve)

(3.1) Research and perform monologues in various historical and cultural contexts, using accurate and consistent physical mannerisms and dialect.

(3.2) Analyze the impact of traditional and nontraditional theatre, film, television, and electronic media on society.

(3.3) Perform, design, or direct theatre pieces in specific theatrical styles, including classics by such playwrights as Sophocles, Shakespeare, Lope de Vega, Aphra Behn, Moliere, and Chekhov.

B4.0 Students master appropriate VPA content standards for aesthetic valuing in relation to theatrical, aural, and physical performance:

B4.1 Specific applications of VPA **aesthetic** valuing standards for **dance** at the **advanced** level (grades nine through twelve)

(4.1) Critique dance works to improve choreographic structure and artistic presence.

(4.2) Use selected criteria to compare, contrast, and assess various dance forms (e.g., concert jazz, street, liturgical).

(4.3) Analyze evolving personal preferences about dance styles and choreographic forms to identify change and development in personal choices.

(4.4) Research and assess how specific dance works change because of the impact of historic and cultural influences on their interpretations (e.g., because of the loss of lives in war, Fancy Dancing, once performed only by men, is now also performed by women).

(4.5) Evaluate how aesthetic principles apply to choreography designed for technological media (film, video, TV, computer imaging).

B4.2 Specific applications of VPA **aesthetic** valuing standards for **music** at the **proficient** level (grades nine through twelve)

(4.1) Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply those criteria in personal participation in music.

(4.2) Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.

Specific applications of VPA **aesthetic** valuing standards for **music** at the **advanced** level (grades nine through twelve)

(4.1) Compare and contrast how a composer's intentions result in a work of music and how that music is used.

(4.2) Analyze and explain how and why people in a particular culture use and respond to specific musical works from their own culture.

(4.3) Compare and contrast the musical means used to create images or evoke feelings and emotions in works of music from various cultures.

B4.3 Specific applications of VPA **aesthetic** valuing standards for **theatre** at the **advanced** level (grades nine through twelve)

(4.1) Use complex evaluation criteria and terminology to compare and contrast a variety of genres of dramatic literature.

(4.2) Draw conclusions about the effectiveness of informal and formal productions, films/videos, or electronic media on the basis of intent, structure, and quality of the work.

(4.2) Report on how a specific actor used drama to convey meaning in his or her performances.

(4.3) Develop a thesis based on research as to why people create theatre.

B5.0 Students master appropriate VPA content standards for connections, relationships, applications in relation to theatrical, aural, and physical performances:

B5.1 Specific applications of VPA **connections, relationships, applications** standards for **dance** at the **proficient** level (grades nine through twelve)

(5.5) Examine the training, education, and experience needed to pursue dance career options (e.g., performer, choreographer, dance therapist, teacher, historian, critic, filmmaker).

Specific applications of VPA **connections, relationships, applications** standards for **dance** at the **advanced** level (grades nine through twelve)

(5.1) Demonstrate effective knowledge and skills in using audiovisual equipment and technology creating, recording, and producing dance.

(5.2) Compare the study and practice of dance techniques to motion, time, and physical principles from scientific disciplines (e.g., muscle and bone identification and usage; awareness of matter, space, time, and energy/force).

B5.2 Specific applications of VPA connections, relationships, applications standards for **music** at the **proficient** level (grades nine through twelve)

(5.2) Analyze the role and function of music in radio, television, and advertising.

(5.3) Research musical careers in radio, television, and advertising.

Specific applications of VPA connections, relationships, applications standards for **music** at the **advanced** level (grades nine through twelve)

(5.2) Analyze the process for arranging, underscoring, and composing music for film and video productions.

(5.3) Identify and explain the various factors involved in pursuing careers in music.

B5.3 Specific applications of VPA connections, relationships, applications standards for **theatre** at the **proficient** level (grades nine through twelve)

(5.1) Describe how skills acquired in theatre may be applied to other content areas and careers.

Specific applications of VPA connections, relationships, applications standards for **theatre** at the **advanced** level (grades nine through twelve)

(5.2) Demonstrate the ability to create rehearsal schedules, set deadlines, organize priorities, and identify needs and resources when participating in the production of a play or scene.

(5.4) Develop advanced or entry-level competencies for a career in an artistic or technical field in the theatrical arts.

B6.0 Students understand essential technical and technological requirements applicable to various segments of the Performing Arts Pathway:

B6.1 Understand the technical aspects of theatre (e.g., lights, sound, properties, costumes, makeup) from the perspective of the playwright and actor.

B6.2 Analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various genres and media.

B6.3 Know various techniques and methods for theatrical, aural, and physical arts performances.

B6.4 Understand how stage sets, costumes, lighting, musical instruments, props, and other effects support a performance.

B6.5 Understand the differing roles of creators, performers, and others involved in the production and presentation of the performing arts.

C. Production and Managerial Arts Pathway

Whatever the form or medium of creative expression, all careers in the Arts, Media, and Entertainment sector require “publication” or a public presentation in one way or another. Consequently, the Production and Managerial Arts Pathway focuses on the technical, organizational, and managerial knowledge and skills necessary to bring arts, media, and

entertainment to the public. Career options within the Production and Managerial Arts Pathway may be found in the following fields:

- **Theatrical and Exhibition**: Technicians; talent managers for actors; producers for theater, television, and motion pictures; managers for stage, theaters, and museums; and event planners
- **Aural:** Technicians; talent managers for musicians, singers, and voiceover artists; producers for musical programs and events (e.g., concerts, musical theater, opera)
- **Written**: Technicians; managers and agents for writers; acquisitions editors in publishing; proofreaders; music copyists; publishers
- **Electronic:** Technicians; managers for on-line publishing, entertainment, and Web sites

C1.0 Students understand key elements of technical and technology-related production management:

C1.1 Understand technical support functions in the arts industry.
C1.2 Apply knowledge of equipment and skills related to production in a variety of arts, media, and entertainment occupations.
C1.3 Apply decision-making and problem-solving techniques to repair and replacement procedures for media and arts equipment and facilities.
C1.4 Know the elements involved in creating a media or performing arts production for video or electronic presentation.

C2.0 Students demonstrate key skills and an understanding of the complexities of production planning:

C2.1 Know the key elements and functional responsibilities involved in the production and presentation of the performing, visual, and media arts.
C2.2 Know how artistic processes, organizational structure, and business principles are interrelated in the various arts.
C2.3 Identify the activities and linkages from each stage associated with the preproduction, production, and postproduction of a creative project.
C2.4 Understand how the various aspects of story development contribute to the success or nonsuccess of an arts, media, and entertainment project or production.
C2.5 Apply knowledge of equipment and skills to determine the equipment, crew, technical support, and cast requirements for an arts, media, and entertainment production.
C2.6 Apply knowledge of services, equipment capabilities, the workflow process, data acquisition, and technology to a timely completion of projects.
C2.7 Understand the audition and review process for artists, actors, musicians, singers, conductors, composers, writers, narrators, and technicians.
C2.8 Critique the general coordination of various elements in a project or production.

C3.0 Students understand the key elements of promoting a production:

- C3.1 Know the business aspects of the arts, media, and entertainment industry.
- C3.2 Understand basic marketing principles and the use of promotional materials, such as standard public service announcements, commercials/ads, press kits, and advertising tags.

Building Trades and Construction Industry Sector
Model Curriculum Standards

Building Trades and Construction Career Pathways

Cabinetmaking and Wood Products
Engineering and Heavy Construction
Mechanical Construction
Residential and Commercial Construction

The Building Trades and Construction sector provides a foundation in the building trades and construction industry for secondary students in California. Students engage in an instructional program that integrates academic and technical preparation focusing on career awareness, career exploration, and skill preparation in the building trades and construction industry. The sector encompasses four career pathways: Cabinetmaking and Wood Products, Engineering and Heavy Construction, Mechanical Construction, and Residential and Commercial Construction. These pathways emphasize processes, systems, and the way in which structures are built. The knowledge and skills are acquired within a sequential, standards-based pathway program that integrates hands-on, project-based, and work-based instruction as well as internship, community classroom, work experience, apprenticeship, and cooperative career technical education. Standards included in the Building Trades and Construction sector are designed to prepare students for technical training, postsecondary education, and entry to a career.

Foundation Standards

1.0 *Academics*

Students understand the academic content required for entry into postsecondary education and employment in the Building Trades and Construction sector:

1.1 *Mathematics:*

Specific applications of number sense (grade seven)

(1.1) Read, write, and compare rational numbers in scientific notation (positive and negative powers of 10) with approximate numbers using scientific notation.

(1.2) Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.

(1.3) Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.

(1.4) Differentiate between rational and irrational numbers.

(1.5) Know that every rational number is either a terminating or repeating decimal and be able to convert terminating decimals into reduced fractions.

(1.6) Calculate the percentage of increases and decreases of a quantity.

(1.7) Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.

Specific applications of mathematical reasoning (grade seven)

(2.1) Use estimation to verify the reasonableness of calculated results.

(2.2) Apply strategies and results from simpler problems to more complex problems.

(2.3) Estimate unknown quantities graphically and solve for them by using logical reasoning and arithmetic and algebraic techniques.

(2.4) Make and test conjectures by using both inductive and deductive reasoning.

(2.5) Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.

(2.6) Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.

(2.7) Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.

(2.8) Make precise calculations and check the validity of the results from the context of the problem.

(3.1) Evaluate the reasonableness of the solution in the context of the original situation.

(3.2) Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.

(3.3) Develop generalizations of the results obtained and the strategies used and apply them to new problem situations.

Specific applications of Algebra I (grades eight through twelve)

(4.0) Students simplify expressions before solving linear equations and inequalities in one variable, such as $3(2x-5) + 4(x-2) = 12$.

(5.0) Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.

(15.0) Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

Specific applications of geometry (grades eight through twelve)

(8.0) Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.

(11.0) Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.

(12.0) Students find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems.

(15.0) Students use the Pythagorean theorem to determine distance and find missing lengths of sides of right triangles.

(16.0) Students perform basic constructions with a straightedge and compass, such as angle bisectors, perpendicular bisectors, and the line parallel to a given line through a point off the line.

(19.0) Students use trigonometric functions to solve for an unknown length of a side of a right triangle, given an angle and a length of a side.

1.2 *Science:*

Specific applications of investigation and experimentation standards (grades nine through twelve)

(1.a) Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.

(1.d) Formulate explanations by using logic and evidence.

Specific applications of physics standards (grades nine through twelve)

(3.a) *Students know* heat flow and work are two forms of energy transfer between systems.

(3.g) *Students know* how to solve problems involving heat flow, work, and efficiency in a heat engine and know that all real engines lose some heat to their surroundings.

(5.b) *Students know* how to solve problems involving Ohm's law.

1.3 *History–Social Science:*

Specific applications of economics (grade twelve)

(12.1) Students understand common economic terms and concepts and economic reasoning.

1. Examine the causal relationship between scarcity and the need for choices.
2. Explain opportunity cost and marginal benefit and marginal cost.
3. Identify the difference between monetary and nonmonetary incentives and how changes in incentives cause changes in behavior.
4. Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.

5. Analyze the role of a market economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith).

(12.2) Students analyze the elements of America's market economy in a global setting.

1. Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.
2. Discuss the effects of changes in supply and/ or demand on the relative scarcity, price, and quantity of particular products.
3. Explain the roles of property rights, competition, and profit in a market economy.
4. Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.
5. Understand the process by which competition among buyers and sellers determines a market price.
6. Describe the effect of price controls on buyers and sellers.
7. Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.
8. Explain the role of profit as the incentive to entrepreneurs in a market economy.
9. Describe the functions of the financial markets.
10. Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.

(12.3) Students analyze the influence of the federal government on the American economy.

1. Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers' rights.
2. Identify the factors that may cause the costs of government actions to outweigh the benefits.
3. Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels.
4. Understand the aims and tools of monetary policy and their influence on economic activity (e.g., the Federal Reserve).

(12.4) Students analyze the elements of the U.S. labor market in a global setting.

1. Understand the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the minimum wage, and unemployment insurance.
2. Describe the current economy and labor market, including the types of goods and services produced, the types of skills workers need, the effects of rapid technological change, and the impact of international competition.
3. Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.
4. Explain the effects of international mobility of capital and labor on the U.S. economy.

(12.6) Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States borders.

1. Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere.
2. Compare the reasons for and the effects of trade restrictions during the Great Depression compared with present-day arguments among labor, business, and political leaders over the effects of free trade on the economic and social interests of various groups of Americans.
3. Understand the changing role of international political borders and territorial sovereignty in a global economy.
4. Explain foreign exchange, the manner in which exchange rates are determined, and the effects of the dollar's gaining (or losing) value relative to other currencies.

Specific applications of U.S. history (grade eleven)

(11.5.7) Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.

Specific applications of world history, culture, and geography (grade ten)

(10.3.5) Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.

1.4 *Visual and Performing Arts:*

Specific applications of **visual arts** content (grades nine through twelve) at the **proficient** level

(1.4) Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.

(1.5) Analyze the material used by a given artist and describe how its use influences the meaning of the work.

(2.1) Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.

(2.6) Create a two or three-dimensional work of art that addresses a social issue.

Specific applications of **visual arts** content (grades nine through twelve) at the **advanced** level

(2.1) Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.

(2.2) Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.

(4.6) Develop written criteria for the selection of a body of work from their portfolios that represents significant achievements.

2.0 Communications

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contents:

2.1 *Reading:*

Specific applications of English–language arts (grades nine and ten)

(2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

(2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

(2.6) Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).

Specific applications of English–language arts (grades eleven and twelve)

(2.3) Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

2.2 *Writing:*

Specific applications of English–language arts (grade eight)

(1.4) Plan and conduct multiple-step information searches by using computer networks and modems.

(1.5) Achieve an effective balance between researched information and original ideas.

(1.6) Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.

Specific applications of English–language arts (grades nine and ten)

(1.3) Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.

(1.4) Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).

Specific applications of English–language arts (grades eleven and twelve)

(1.6) Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

(1.7) Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).

(2.5) Write job applications and résumees:

a. Provide clear and purposeful information and address the intended audience appropriately.
b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
c. Modify the tone to fit the purpose and audience.
d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

2.3 *Listening and Speaking:*

Specific applications of English–language arts (grade eight)

(1.1) Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.

(1.2) Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.

(1.3) Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.

(1.4) Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.

(1.5) Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.

(1.6) Use appropriate grammar, word choice, enunciation, and pace during formal presentations.

(1.7) Use audience feedback (e.g., verbal and nonverbal cues):
a. Reconsider and modify the organizational structure or plan.
b. Rearrange words and sentences to clarify the meaning.

(1.8) Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).

(1.9) Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.

(2.1) Deliver narrative presentations (e.g., biographical, autobiographical):

a. Relate a clear, coherent incident, event, or situation by using well-chosen details.
b. Reveal the significance of, and the subject's attitude about, the incident, event, or situation.
c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).

(2.2) Deliver oral responses to literature:

a. Interpret a reading and provide insight.
b. Connect the students’ own responses to the writer's techniques and to specific textual references.
c. Draw supported inferences about the effects of a literary work on its audience.
d. Support judgments through references to the text, other works, other authors, or personal knowledge.

(2.3) Deliver research presentations:

a. Define a thesis.
b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic, as appropriate.
c. Use a variety of primary and secondary sources and distinguish the nature and value of each.
d. Organize and record information on charts, maps, and graphs.

(2.4) Deliver persuasive presentations:

a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).
b. Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning.
c. Anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements.
d. Maintain a reasonable tone.

(2.5) Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures expressively to enhance the meaning.

Specific applications of English–language arts (grades nine and ten)

(1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.

(2.2) Deliver expository presentations:

a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
b. Convey information and ideas from primary and secondary sources accurately and coherently.
c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.
f. Use technical terms and notations accurately.

(2.5) Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):

a. Structure ideas and arguments in a coherent, logical fashion.
b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).
c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
d. Anticipate and address the listener's concerns and counterarguments.

Specific applications of English–language arts (grades eleven and twelve)

(2.2) Deliver oral reports on historical investigations:

a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.

b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
d. Include information on all relevant perspectives and consider the validity and reliability of sources.

(2.4) Deliver multimedia presentations:

a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
b. Select an appropriate medium for each element of the presentation.
c. Use the selected media skillfully, editing appropriately and monitoring for quality.
d. Test the audience's response and revise the presentation accordingly.

2.4 *Written and Oral English Language Conventions:*

Specific applications of English–language arts (grades nine and ten)

(1.4) Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

2.5 *Multimedia:*

Understand the importance of technical and computer-aided design and drawing technologies essential to the construction industry, including reading, interpreting, and creating drawings, sketches, and schematics by using the drawing conventions and standards of the construction industry; interpreting and understanding detailed information provided from technical documents (print and electronic) and experienced people; and using computers and calculators in a variety of applications.

3.0 *Career Planning and Management*

Students understand how to make effective decisions, use career information, and manage personal career plans:

3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.
3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.
3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.
3.6 Know key strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and portfolio preparation.

3.7 Understand the nature of entrepreneurial activities.

4.0 *Technology*

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.
4.2 Understand the use of technological resources to access, manipulate, and produce information, products, and services.
4.3 Understand the influence of current and emerging technology on selected segments of the economy.
4.4 Understand ways in which raw materials are collected and processed to produce industrial materials.

5.0 *Problem Solving and Critical Thinking*

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:

5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
5.2 Understand the universal, systematic problem-solving model, incorporating input, process, outcome, and feedback components.
5.3 Use critical thinking skills to make informed decisions and solve problems.
5.4 Apply trouble-shooting strategies, including failure analysis procedures, in three-dimensional product material and design work.
5.5 Apply the design process in the design, development, evaluation, and refinement of a construction industry product prototype.

6.0 *Health and Safety*

Students understand health and safety policies, procedures, regulations, and practices, including equipment and hazardous material handling:

6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
6.2 Understand critical elements for health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.
6.3 Know procedures for and regulations concerning the handling, storage, and disposal of hazardous materials.
6.4 Know how regulatory agency laws and regulations are created and enforced.
6.5 Evaluate past, present, and future impacts of technological developments on the environment.
6.6 Understand the importance of identifying health and safety problems as well as asking for help or approaching supervisors to discuss concerns.

7.0 *Responsibility and Flexibility*

Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.
7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
7.3 Understand the need to adapt to varied roles and responsibilities.
7.4 Understand that individual actions can affect the larger community.
7.5 Understand employer and employee responsibilities in the workplace.

8.0 *Ethics and Legal Responsibilities*

Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

8.1 Know major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.
8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.
8.3 Understand the role of personal integrity and ethical behavior in the workplace.
8.4 Understand how social, organizational, and technological systems work.

9.0 *Leadership and Teamwork*

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
9.2 Understand the ways in which preprofessional associations, such as SkillsUSA, and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
9.6 Communicate ideas to justify positions, persuade and convince others, confirm responsibility, and evaluate existing policies and procedures.

10.0 *Technical Knowledge and Skills*

Students understand the essential knowledge and skills common to all pathways within the Building Trades and Construction sector:

10.1 Understand construction processes and systems and their importance in construction technology.
10.2 Maintain and troubleshoot equipment used in the construction industry.
10.3 Use, store, and allocate materials efficiently, and use space efficiently.
10.4 Understand the planning and design, construction, and servicing of structures and electromechanical systems in relation to construction activities.
10.5 Understand the resources used to transport people and goods in the construction industry.
10.6 Understand universal graphic conventions and symbols and technical manuals and specifications.
10.7 Understand the attributes of good design.
10.8 Understand the role of the construction industries sector in the California economy.
10.9 Understand the need to participate in sector-related professional improvement activities, SkillsUSA, other career technical education leadership and skill associations, and related career pathway specializations.
10.10 Understand the need to obtain and maintain industry-standard, technical certifications significant to an industry sector.

10.11 Understand the role of labor unions, both historically and currently, and the impact of unions on worker rights and protections, including wages, working conditions, health and safety, and benefits.

11.0 *Demonstration and Application*

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

Pathway Standards

A. Cabinetmaking and Wood Products Pathway

The Cabinetmaking and Wood Products Pathway will provide learning opportunities for students interested in preparing for careers in cabinet construction, millwork, and wood products and will cover the construction of both custom and production products.

A1.0 Students understand measurement systems in the planning and layout process used in the cabinetmaking and wood products industry:

- A1.1 Know design solutions to common cabinetmaking and wood products problems.
- A1.2 Understand calculation procedures for materials and production requirements for wood product designs.
- A1.3 Convert scaled drawing measurements to full dimensional layout and template applications.
- A1.4 Know conventional cabinetmaking and wood product measurement processes, linear measurements, and conversions of fractions and decimals.

A2.0 Students understand the safe and appropriate use of hand tools common to the cabinetmaking and wood products industry:

- A2.1 Use common hand tools and accessories, such as planers, shapers, clamping and gripping tools, pliers, wrenches, wood chisels, hammers, hand saws, and squares, safely and properly.
- A2.2 Maintain and care for common hand tools.

A3.0 Students understand the safe and appropriate use of portable power tools common to the cabinetmaking and wood products industry:

- A3.1 Use portable power tools, such as single and compound miter saws, drills, sanders, saber saws, and routers, safely and appropriately.
- A3.2 Use pneumatic tools, such as pneumatic clamps, grips, framing nail guns, and finishing and brad nail guns, safely and properly.
- A3.3 Maintain and care for portable power and pneumatic tools.

A4.0 Students understand the safe and appropriate use of stationary power machines and equipment common to the cabinetmaking and wood products industry:

- A4.1 Understand the proper and safe use of stationary power tools used in the milling process, such as shapers, sanders, joiners, table saws, and band saws.
- A4.2 Understand the proper and safe use of stationary power tools used in the assembly process, such as pneumatic table clamps, case clamps, case frame fasteners, and hardware fasteners.

A4.3 Understand the proper and safe use of stationary power tools used in the finishing process, such as glue applicators, laminate applicators, and lacquer and paint applicators.

A4.4 Know the basic care, maintenance, and lock-out procedures for stationary power tools.

A5.0 Students understand procedures and processes as they occur in the cabinetmaking and wood products industry:

A5.1 Know how to read, understand, design, and construct cabinets accurately from cabinetmaking fabrication and installation plans and specifications.

A5.2 Understand how to estimate a bill of materials from drawings and specifications for constructing cabinets.

A5.3 Understand how to create a job schedule in a cabinetmaking project.

A5.4 Solve common cabinetmaking problems by using construction codes and cabinet building standards stated in the *Manual of Millwork.*

A5.5 Understand recordkeeping procedures in all phases of cabinetmaking (e.g., time accounting, cost of goods).

A6.0 Students understand the value and necessity of practicing occupational safety in the cabinetmaking industry or shop:

A6.1 Know the safety rules in the cabinetmaking work environment.

A6.2 Use hand tools (wood chisels, drills, coping saws) and power tools (routers, sanders, planers) safely in the cabinet working environment.

A6.3 Understand how to handle and dispose of toxic materials safely and use protective clothing as needed when using lacquers, acetone, thinners, staining materials, and so forth in an environmentally responsible manner.

A7.0 Students understand the variety of production processes used in the cabinetmaking and wood products industry:

A7.1 Design and create cabinet and wood products.

A7.2 Develop a production plan, including the layout, bill of materials, and cost analysis, for the production of cabinets or wood products.

A7.3 Use stationary and portable power tools in milling the components for cabinets and wood products.

A7.4 Use stationary and portable power tools in the assembly of cabinet and wood product components.

A7.5 Use finish tools (e.g., airless sprayers, palm sanders) and techniques for finishing cabinets and wood products.

A7.6 Use installation tools and understand the processes for the installation of cabinets, millwork, and wood products.

A8.0 Students understand the impact of financial, technical, and environmental trends on the past and future of the cabinetmaking and wood products industry:

A8.1 Understand significant historical trends in cabinetmaking and wood products technology.

A8.2 Understand environmental regulations that influence the cabinetmaking and wood products industry.

A8.3 Understand issues of the sustainable use of wood product resources.

A9.0 Students understand career preparation and how it applies across all standards for students planning to enter and advance successfully in the cabinetmaking and wood products industry:

A9.1 Understand the careers that are available in cabinetmaking and wood products manufacturing and related occupations (e.g., custom crafts, furniture making, marketing).

A9.2 Understand the need for professional growth across all aspects of the industry, including financial, leadership, and advancement elements.

B. Engineering and Heavy Construction Pathway

The Engineering and Heavy Construction Pathway will provide learning opportunities for students interested in preparing for careers in engineering and heavy industrial construction (roads, highways, subdivisions). The pathway includes instruction in the way in which these structures are built.

B1.0 Students understand and apply measurement systems in the planning and layout process used in the engineering and heavy construction industry:

B1.1 Identify design solutions to engineering and heavy construction problems.

B1.2 Calculate the required materials, such as soils, aggregate, asphalt, concrete, and pipe, for engineering and heavy construction applications.

B1.3 Understand the conversion of scaled blueprint measurements to full-size, on-site parameters.

B1.4 Apply conventional engineering and heavy construction measurement processes accurately (e.g., laser transits, laser levels, GPS instruments) for surveying and plan development.

B1.5 Know the use of conventional engineering and heavy construction mathematical functions to calculate on-site preparation and site development and improvement materials.

B2.0 Students understand the safe and appropriate use of hand tools common to the engineering and heavy construction industry:

B2.1 Use the common hand tools of the trade, such as rebar cutters, metal stud cutters/pliers, concrete floats/fresnoes, sheet metal cutters/pliers, saws, hammers, chisels, and wrenches, safely and appropriately.

B2.2 Maintain and care for common hand tools.

B3.0 Students understand the safe and appropriate use of portable power tools that are common to the engineering and heavy construction industry and are appropriate to the individual student's level:

B3.1 Use portable power tools, such as circular saws, saber saws, reciprocating saws, and straight and right angle drills, safely and appropriately.

B3.2 Use pneumatic tools, such as jack hammers, rotary hammers, impact wrenches, concrete tampers, framing nail guns, roofing nail guns, and drills, safely and appropriately.

B3.3 Maintain and care for portable power tools and pneumatic tools.
B3.4 Understand the use of heavy equipment in engineering and heavy construction.

B4.0 Students understand project management procedures and processes as they occur in an engineering and heavy construction project:

B4.1 Know how to read, understand, and construct projects accurately from commercial specifications and blueprints, ensuring compliance with state and local building codes.
B4.2 Understand how to estimate the cost of supplies and materials for a an engineering and heavy construction project.
B4.3 Understand how to plan all construction phases, including subcontractor schedules, clearing, rough grading, wet and dry utilities, fine grading, concrete, and job closeout.
B4.4 Solve common construction problems (e.g., grading, drainage) by using commercial construction codes and building standards.
B4.5 Understand contract administration (e.g., invoicing vendors, subcontractors), including the “draw and voucher” accounting/record system used in construction project management.
B4.6 Understand the roles in heavy construction of design engineers, estimators, superintendents, project managers, foremen, operators/drivers, administrators, and inspectors.

B5.0 Students understand the value and necessity of practicing occupational safety in the engineering and heavy industry laboratory or shop:

B5.1 Understand the importance of scaffold and ladder safety.
B5.2 Know the rules and responsibilities of the various governmental safety agencies and their impact on engineering and heavy construction.
B5.3 Understand the importance of worksite safety as it pertains to hazardous waste disposal and procedures for containment of toxic and hazardous materials.
B5.4 Understand the importance of safety and safe work practices (e.g., fire safety, protective clothing) in the welding phases of engineering and heavy construction and the safe operation of heavy equipment (e.g., earth movers, bladers, and dozers).

B6.0 Students understand the variety of building phases, systems, and techniques used in engineering and heavy construction:

B6.1 Understand the development of building plans and schedules using processes common to engineering and heavy construction.
B6.2 Know the appropriate use of tools, processes, and materials in architectural design, project development, and engineering and heavy construction (e.g., structural, electrical, mechanical, and finish phases).

B7.0 Students understand the impact of financial, technical, and environmental trends on the past and future of the construction industry:

B7.1 Understand significant historical trends in engineering and heavy construction technology.

B7.2 Understand environmental regulations that influence engineering and heavy construction projects.

B8.0 Students understand career preparation and how it applies across all standards for students planning to enter and advance successfully in the engineering and heavy construction industry:

B8.1 Understand the careers that are available in the heavy construction industry, including careers in concrete masonry, ironworks, sheet metal sales and installation, plumbing, and construction technology.

C. Mechanical Construction Pathway

The Mechanical Construction Pathway will provide learning opportunities for students interested in preparing for careers in mechanical construction (plumbing; electrical; heating, ventilation, air conditioning (HVAC)). The pathway includes instruction in the manner in which these systems work in structures.

C1.0 Students understand and apply measurement systems in the planning and layout process used in the mechanical construction industry:

- C1.1 Identify design solutions to given mechanical construction problems.
- C1.2 Calculate the required equipment and materials for mechanical construction applications.
- C1.3 Convert scaled blueprint drawing measurements to the full dimensions for a given mechanical construction project.
- C1.4 Apply conventional construction measurement processes accurately (geometric and trigonometric functions).
- C1.5 Know the use of conventional construction formulas to determine production requirements, such as converting linear measures to volumetric measures and calculating voltage drop/power requirements (electrical), by using specifications in the National Electrical Code.

C2.0 Students understand the safe and appropriate use of hand tools common to the mechanical construction industry:

- C2.1 Use the common hand tools of the trade, such as ladders and safety gear (fall protection), pliers, wire strippers, meters, pipe wrenches, torches, and sheet metal shears and benders, safely and appropriately.
- C2.2 Maintain and care for the common hand tools used in mechanical construction.

C3.0 Students understand the safe and appropriate use of portable power tools that are common to mechanical construction and are appropriate for the individual student's level:

- C3.1 Use portable power tools, such as reciprocating saws, saber saws, chain saws, drills, threaders, and benders, safely and appropriately.
- C3.2 Use portable pneumatic tools, such as rough framing nail guns, interior finishing and brad nail guns, hammers, impact wrenches, drills, and compressors, safely and appropriately.
- C3.3 Maintain and care for portable power tools and portable pneumatic tools.

C4.0 Students understand project management procedures and processes as they occur in a mechanical construction project:

- C4.1 Know how to read, understand, and construct projects accurately from mechanical construction blueprints and specifications.
- C4.2 Understand how to estimate equipment and materials from blueprints and specifications.
- C4.3 Understand the sequencing of events for a specific mechanical construction project.

C4.4 Solve common mechanical construction problems by using Uniform Building Codes and *Air Conditioning and Refrigeration Institute Standards.*

C4.5 Understand industry conventions for the creation and maintenance of construction logs.

C4.6 Know the importance of customer service/relations as applied to project management and wholesale and retail sales.

C5.0 Students understand and practice occupational safety in the mechanical construction industry facility and job site:

C5.1 Understand the safe use of electrical materials and electrical connection procedures.

C5.2 Use appropriate safety procedures and practices in various work environment settings pertaining to mechanical construction (e.g., plumbing, electrical, HVAC).

C6.0 Students understand the variety of building phases, systems, and techniques used in mechanical construction:

C6.1 Develop building plans and schedules by using processes common to mechanical construction.

C6.2 Understand processes and materials appropriate to architectural design and mechanical construction (e.g., structural, electrical, mechanical, and finish phases).

C6.3 Understand the phases of mechanical construction, such as rough and finish, electrical, sheet metal ducting, and HVAC installation.

C7.0 Students understand the impact of financial, technical, and environmental trends on the past and future of the mechanical construction industry:

C7.1 Understand significant historical trends in the construction industry.

C7.2 Develop financial plans for construction projects.

C7.3 Understand environmental regulations that influence mechanical design.

C7.4 Understand and recognize indoor air quality issues and regulations.

D. Residential and Commercial Construction Pathway

The Residential and Commercial Construction Pathway will provide learning opportunities for students interested in preparing for careers in construction (framing, plumbing, electrical, and so forth). The standards focus on the manner in which residential and commercial structures are built.

D1.0 Students understand and apply measurement systems in the planning and layout process used in the residential construction industry:

D1.1 Identify design solutions for residential construction problems.

D1.2 Calculate required materials for residential construction applications.

D1.3 Convert scaled blueprint drawing measurements to full dimensions for a given construction project.

D1.4 Apply conventional construction measurement processes accurately (geometric and trigonometric functions).

D1.5 Know the use of conventional construction formulas to determine production requirements.

D2.0 Students understand the safe and appropriate use of hand tools common to the residential and commercial construction industry:

D2.1 Use the common hand tools of the trade, such as hammers, torches, pliers, wire cutters, pipe cutters, saws, chisels (wood and concrete), and wrenches, safely and properly.

D2.2 Maintain and care for hand tools used in residential and commercial construction.

D3.0 Students understand the safe and appropriate use of portable power tools that are common to the residential construction industry and are appropriate to the individual student's level:

D3.1 Use portable power tools, such as circular saws, table saws, saber saws, drills, planers, and sanders, safely and properly.

D3.2 Use portable pneumatic tools, such as rough framing nail guns, interior finishing and brad nail guns, hammers, impact wrenches, drills, and compressors, safely and appropriately.

D3.3 Maintain and care for portable power tools and portable pneumatic tools.

D4.0 Students understand project management procedures and processes as they occur in a construction project:

D4.1 Interpret and use residential construction blueprints and specifications.

D4.2 Understand how to estimate materials from blueprints and specifications.

D4.3 Understand the sequencing of events for specific construction projects.

D4.4 Solve common residential construction problems, such as framing, plumbing, and electrical, by using the official codes adopted by the state and local building standards commission.

D4.5 Understand industry conventions for the creation and maintenance of construction logs.

D4.6 Understand customer service/relations as applied to project management and wholesale and retail sales.

D5.0 Students understand the value and necessity of practicing occupational safety in the construction industry facility and job site:

D5.1 Understand the safe use of electrical connection methods and electrical wiring procedures.

D5.2 Know the safety procedures and practices in various work environment settings pertaining to residential and commercial construction.

D6.0 Students understand the variety of building phases, systems, and techniques used in residential and commercial construction:

D6.1 Develop building plans and schedules by using processes common to residential and commercial construction.

D6.2 Understand the processes and materials (e.g., structural, electrical, mechanical, finish) appropriate to the architectural design and residential construction.

D6.3 Prepare the site layout and the site, including the grading and engineering of the building pad.

D6.4 Understand the phases of residential and commercial construction.

D7.0 Students understand the impact of financial, technical, environmental, and labor trends on the past and future of the construction industry:

D7.1 Understand significant historical trends in the construction industry.

D7.2 Develop financial plans for construction projects.

D7.3 Understand the environmental regulations that influence residential and commercial design.

Education, Child Development, and Family Services Industry Sector
Model Curriculum Standards

Education, Child Development, and Family Services Career Pathways

Child Development
Consumer Services
Education
Family and Human Services

The Education, Child Development, and Family Services sector is composed of four career pathways: Child Development, Consumer Services, Education, and Family and Human Services. The high staffing needs and growing emphasis on improving education will create exciting career opportunities in the fields of child development, consumer services, elementary and secondary education, and family and human services. The Child Development Pathway provides students with the skills and knowledge they need to pursue careers in child care and related fields, and the Education Pathway emphasizes the preparation of students to become teachers. The Consumer Services Pathway gives students the employment and management skills needed in careers helping consumers. Students pursuing careers in the Family and Human Services Pathway learn the skills they need for careers related to family and social services. The standards are designed to integrate academic and career technical concepts. The components of the pathways support classroom and laboratory instruction or provide supervised, work-based learning experiences and leadership development.

Foundation Standards

1.0 *Academics*

Students understand the academic content required for entry into postsecondary education and employment within the Education, Child Development, and Family Services sector:

(The standards listed below retain the numbering in parentheses as specified in the original academic content standards documents.)

1.1 *Mathematics:*

Specific applications of number sense (grade seven)

(1.1) Read, write, and compare rational numbers in scientific notation (positive and negative powers of 10) with approximate numbers using scientific notation.

(1.2) Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.

(1.3) Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.

(1.4) Differentiate between rational and irrational numbers.

(1.5) Know that every rational number is either a terminating or repeating decimal and be able to convert terminating decimals into reduced fractions.

(1.6) Calculate the percentage of increases and decreases of a quantity.

(1.7) Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.

Specific applications of mathematical reasoning (grade seven)

(1.1) Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.

(2.1) Use estimation to verify the reasonableness of calculated results.

(2.2) Apply strategies and results from simpler problems to more complex problems.

(2.3) Estimate unknown quantities graphically and solve for them by using logical reasoning and arithmetic and algebraic techniques.

(2.4) Make and test conjectures by using both inductive and deductive reasoning.

(2.5) Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.

(2.6) Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.

(2.7) Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.

(2.8) Make precise calculations and check the validity of the results from the context of the problem.

(3.1) Evaluate the reasonableness of the solution in the context of the original situation.

(3.2) Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.

(3.3) Develop generalizations of the results obtained and the strategies used and apply them to new problem situations.

Specific applications of Algebra I (grades eight through twelve)

(1.1) Students use properties of numbers to demonstrate whether assertions are true or false.

(13.0) Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.

(24.1) Students explain the difference between inductive and deductive reasoning and identify and provide examples of each.

(24.2) Students identify the hypothesis and conclusion in logical deduction.

(24.3) Students use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.

Specific applications of geometry (grades eight through twelve)

(8.0) Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.

1.2 *Science:*

Specific applications of investigation and experimentation (grades nine through twelve)

(1.a) Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.

(1.d) Formulate explanations by using logic and evidence.

(1.m) Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

1.3 *History–Social Science:*

Specific applications of chronological and spatial thinking (grades nine through twelve)

(1) Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

(2) Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.

Specific applications of historical interpretation (grades nine through twelve)

(1) Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

Specific applications of world history, culture, and geography (grade ten)

(10.3.5) Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.

(10.10.1) Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.

(10.10.2) Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.

(10.10.3) Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.

(10.11) Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).

Specific applications of United States history and geography (grade eleven)

(11.5.7) Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.

(11.8.7) Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.

(11.11.3) Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.

Specific applications of economics (grade twelve)

(12.1.1) Examine the causal relationship between scarcity and the need for choices.

(12.1.2) Explain opportunity cost and marginal benefit and marginal cost.

(12.1.3) Identify the difference between monetary and nonmonetary incentives and how changes in incentives cause changes in behavior.

(12.1.4) Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.

(12.1.5) Analyze the role of a market economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith).

(12.2.1) Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.

(12.2.2) Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.

(12.2.3) Explain the roles of property rights, competition, and profit in a market economy.

(12.2.4) Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.

(12.2.5) Understand the process by which competition among buyers and sellers determines a market price.

(12.2.6) Describe the effect of price controls on buyers and sellers.

(12.2.7) Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.

(12.2.8) Explain the role of profit as the incentive to entrepreneurs in a market economy.

(12.2.9) Describe the functions of the financial markets.

(12.2.10) Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.

(12.3.1) Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers' rights.

(12.3.2) Identify the factors that may cause the costs of government actions to outweigh the benefits.

(12.3.3) Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels.

(12.3.4) Understand the aims and tools of monetary policy and their influence on economic activity (e.g., the Federal Reserve).

(12.4.1) Understand the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the mini-mum wage, and unemployment insurance.

(12.4.2) Describe the current economy and labor market, including the types of goods and services produced, the types of skills workers need, the effects of rapid technological change, and the impact of international competition.

(12.4.3) Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.

(12.4.4) Explain the effects of international mobility of capital and labor on the U.S. economy.

(12.6.1.) Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere.

(12.6.2) Compare the reasons for and the effects of trade restrictions during the Great Depression compared with present-day arguments among labor, business, and political leaders over the effects of free trade on the economic and social interests of various groups of Americans.

(12.6.3) Understand the changing role of international political borders and territorial sovereignty in a global economy.

(12.6.4) Explain foreign exchange, the manner in which exchange rates are determined, and the effects of the dollar's gaining (or losing) value relative to other currencies.

2.0 *Communications*

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts:

2.1 *Reading:*

Specific applications of English–language arts (grades nine and ten)

(2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

(2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

Comprehension and Analysis of Grade-Level-Appropriate Text

(2.3) Generate relevant questions about readings on issues that can be researched.

(2.6) Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).

(2.7) Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

Specific applications of English–language arts (grades eleven and twelve)

(2.3) Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

2.2 *Writing:*

Specific applications of English–language arts (grades nine and ten)

(1.3) Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.

(1.4) Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).

(1.5) Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).

(1.6) Integrate quotations and citations into a written text while maintaining the flow of ideas.

(1.7) Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., *Modern Language Association Handbook, The Chicago Manual of Style).*

(1.8) Design and publish documents by using advanced publishing software and graphic programs.

(1.9) Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

(2.4.a) Structure ideas and arguments in a sustained and logical fashion.

(2.4.b) Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).

(2.4.c) Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.

(2.4.d) Address readers' concerns, counterclaims, biases, and expectations.

(2.5.a) Provide clear and purposeful information and address the intended audience appropriately.

(2.5.b) Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.

(2.5.c) Highlight central ideas or images.

(2.5.d) Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.

Specific applications of English–language arts (grades eleven and twelve)

(1.1) Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

(1.3) Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

(1.6) Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

(1.8) Integrate databases, graphics, and spreadsheets into word-processed documents.

(2.5) Write job applications and résumés:

a. Provide clear and purposeful information and address the intended audience appropriately.
b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
c. Modify the tone to fit the purpose and audience.

d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

(2.6) Deliver multimedia presentations:

a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
b. Select an appropriate medium for each element of the presentation.
c. Use the selected media skillfully, editing appropriately and monitoring for quality.
d. Test the audience's response and revise the presentation accordingly.

2.3 Listening and Speaking:

Specific applications of English–language arts (grades nine and ten)

(1.1) Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.

(1.2) Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.

(1.3) Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.

(1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.

(2.3) Apply appropriate interviewing techniques:

a. Prepare and ask relevant questions.
b. Make notes of responses.
c. Use language that conveys maturity, sensitivity, and respect.
d. Respond correctly and effectively to questions.
e. Demonstrate knowledge of the subject or organization.
f. Compile and report responses.
g. Evaluate the effectiveness of the interview.

(2.6) Deliver descriptive presentations:

a. Establish clearly the speaker’s point of view on the subject of the presentation.
b. Establish clearly the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement).
c. Use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details.

Specific applications of English–language arts (grades eleven and twelve)

(2.4) Deliver multimedia presentations:

a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
b. Select an appropriate medium for each element of the presentation.
c. Use the selected media skillfully, editing appropriately and monitoring for quality.
d. Test the audience's response and revise the presentation accordingly.

2.4 Written and Oral English Language Conventions:

Specific applications of English–language arts (grades nine and ten)

(1.1) Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).

(1.2) Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).

(1.3) Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

(1.4) Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

(1.5) Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.

2.4 Understand the importance of effective nonverbal, oral, and written communication skills in getting and keeping a job.

2.5 Use the appropriate vocabulary and specialized terminology of the industry.

2.6 Understand verbal and nonverbal communication and respond appropriately.

2.7 Understand trends and new information by reading and interpreting the professional literature of the professions within a selected career pathway.

3.0 *Career Planning and Management*

Students understand how to make effective decisions, use career information, and manage personal career plans:

3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.

3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.

3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.

3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.

3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.

3.6 Know the main strategies for self-promotion in the hiring process, such as completing job applications, résumé writing, interviewing skills, and preparing a portfolio.

4.0 *Technology*

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.

4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.

4.3 Understand the influence of current and emerging technology on selected segments of the economy.

4.4 Use appropriate technology in the chosen career pathway.

5.0 *Problem Solving and Critical Thinking*

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:

5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.

5.2 Understand the universal, systematic problem-solving model that incorporates input, process, outcome, and feedback components.

5.3 Use critical thinking skills to make informed decisions and solve problems.

5.4 Apply decision-making skills to achieve balance in the multiple roles of personal, home, work, and community life.

6.0 *Health and Safety*

Students understand health and safety policies, procedures, regulations, and practices, including equipment and hazardous material handling:

6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.

6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.

7.0 *Responsibility and Flexibility*

Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.

7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.

7.3 Understand the need to adapt to varied roles and responsibilities.

7.4 Understand that individual actions can affect the larger community.

8.0 *Ethics and Legal Responsibilities*

Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.

8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.

8.3 Understand the role of personal integrity and ethical behavior in the workplace.

9.0 *Leadership and Teamwork*

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.

9.2 Understand the ways in which preprofessional associations, such as FHA-HERO, and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.

9.3 Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.

9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.

9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

10.0 *Technical Knowledge and Skills (Consumer and Family Studies)*

Students understand the essential knowledge and skills common to all pathways in the Education, Child Development, and Family Services sector:

10.1 Understand the decisions and responsibilities involved in parenting in various cultures.

10.2 Understand the stages of pregnancy, from conception through birth, and the implications of environment and heredity on the health and well-being of a child.

10.3 Understand the importance of studying child growth and development from infancy through adolescence.

10.4 Understand positive guidance and discipline techniques that promote feelings of self-worth as they apply to the developmental stages of children.

10.5 Understand the value and methods of providing infants, children, and adolescents with play and developmentally appropriate learning activities.

10.6 Understand the process of making consumer decisions, including the comparison of goods and services.

10.7 Understand how to manage financial resources to achieve personal and family goals.

10.8 Understand consumer resources, rights, and responsibilities and their relationship to the various levels of the economy.

10.9 Understand the function of the family as a basic unit of society and the contributions of the family unit to the development of individuals.

10.10 Understand the factors that affect the development of individuals and the ways in which to build positive relationships.

10.11 Understand the adjustments needed to adapt to major life changes throughout the human life cycle.

10.12 Understand strategies and resources for managing conflicts and crises.

10.13 Understand the importance of wellness and safety to individual and family health and well-being.

10.14 Understand how to prevent and control infection and disease to produce the optimum health of individuals and families.

10.15 Understand the strategies that enable persons to manage and balance personal, family, and work responsibilities to enhance productivity and attain a quality of life.

10.16 Assess the individual, family, and workplace factors that influence decisions at each stage of the human life cycle.

10.17 Understand how knowledge, skills, attitudes, and behaviors learned in consumer and family studies can be transferred to advanced training and education or careers related to the Education, Child Development, and Family Services sector.

11.0 *Demonstration and Application*

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

Pathway Standards

A. Child Development Pathway

The Child Development Pathway is designed to prepare students to pursue a career in the field of child care and development for infants, toddlers, and young children. Students study child growth and development, safety and emergency procedures, nutrition and health practices, positive interaction and guidance techniques, learning theories, and developmentally appropriate practices and curriculum activities. Students apply this knowledge in a variety of early childhood programs, such as child development laboratories, public and private preschools, family day-care settings, and recreational facilities. Students completing the program may apply for the Child Development Assistant Permit from the California Commission on Teacher Credentialing.

A1.0 Students understand the essential aspects of the child care and development industry and the industry's role in state and local economies:

- A1.1 Understand the effect of the child care and development industry on state and local economies.
- A1.2 Know the legislative, economic, and social trends that affect the child care and development industry.
- A1.3 Know the organizational structures in child care and development facilities.
- A1.4 Know the functions and roles of the various careers in the child care and development industry.
- A1.5 Understand the interdependence of various career roles and how those roles contribute to the success of the child care and development program or work site.
- A1.6 Understand the legislative, economic, and social trends that affect the child care and development industry.
- A1.7 Understand the components of professionalism and how to practice professional behaviors.

A2.0 Students understand and apply operational procedures and organizational policies at various child care and development facilities:

- A2.1 Know the operational procedures at various types of facilities and explain their importance to the success of the organization.
- A2.2 Understand the operational policies and procedures related to child care and development program components (e.g., staff-child and staff-parent interaction, physical environment, health, safety, nutrition, and curriculum).
- A2.3 Understand the important of, and procedures for, keeping child and classroom records and documentation.
- A2.4 Understand appropriate business systems that help with billing, ordering, budgeting, and collecting fees.
- A2.5 Explain the workforce management strategies that are effective for planning, making decisions, sharing responsibility, and negotiating.

A3.0 Students understand child care and development standards, licensing, regulations, and codes:

- A3.1 Know the standards and licensing regulations for child care facilities.
- A3.2 Understand the educational and industry-related requirements for child care facilities staff.
- A3.3 Understand how local, state, and federal laws and regulations for child care facilities are enforced by regulatory agencies.
- A3.4 Know the health, safety, regulatory, and procedural requirements for the work site.
- A3.5 Understand the employer and employee responsibilities for complying with laws and regulations affecting the needs, interests, and rights of young children.
- A3.6 Know the indicators of child abuse or neglect and the responsibilities of staff as mandated reporters.

A4.0 Students understand and apply critical safety, emergency, and disaster procedures at the work site:

- A4.1 Understand the state and federal environmental and safety regulations and the use of material safety data sheets as they relate to the child care and development industry.
- A4.2 Know the staff procedures, duties, and responsibilities related to safety, emergency, and disaster preparedness plans.
- A4.3 Know how and when to use certified first aid, cardiopulmonary resuscitation (CPR), and other emergency procedures.
- A4.4 Understand the typical hazards at the work site and know procedures and practices that contribute to a safe and healthy environment.

A5.0 Students understand important elements of a child’s physical, intellectual, emotional, and social growth and development:

- A5.1 Understand the biological and environmental factors that influence the development of infants, toddlers, and children.
- A5.2 Know the developmental stages of infants, toddlers, and children.

A5.3 Understand the ways in which diversity, family, and culture influence the development of children.

A5.4 Relate the importance of learning environments, experiences, and interactions and how they connect to each stage of physical, intellectual, social, and emotional development.

A5.5 Understand the importance of inclusion for infants, toddlers, and children with special needs.

A5.6 Relate the benefits of parental involvement to the development of a child's physical, intellectual, emotional, and social growth and development.

A6.0 Students understand and apply the principles of positive interactions, guidance, and discipline in the workplace:

A6.1 Know how to help children develop a positive self-image and self-esteem and develop self-discipline and respect for oneself and others.

A6.2 Understand the importance of building positive relationships between the caregiver, children, and families to provide effective guidance and discipline.

A6.3 Know the elements of positive guidance and discipline techniques that are based on the stages of children's development.

A6.4 Determine practical strategies for finding solutions to common behavioral problems.

A6.5 Understand the staff's role in making adjustments to the environment that promote a child's independence and personal and social competence.

A7.0 Students understand and apply the essential components of an effective learning environment for the early childhood classroom:

A7.1 Understand the major learning theories and curriculum models and evaluate their application in early childhood education programs.

A7.2 Know the components of an effective learning environment that reflects children's interests and developmental needs.

A.7.3 Know the early childhood education classroom learning areas and the contribution of each to the development of children.

A7.4 Know multiple ways of promoting children's learning at different developmental stages and ages by using the continuum of teaching behaviors from directive to nondirective.

A7.5 Use appropriate teaching techniques and interaction styles for working with children of varying ages, learning styles, modalities, and cultural backgrounds.

A7.6 Know the ways in which classroom environments promote productive interaction among children and adults to create a positive atmosphere and sense of community.

A8.0 Students understand and apply developmentally appropriate practices for curriculum development:

A8.1 Understand the components of a developmentally appropriate curriculum in each area of the balanced, daily routine: indoor/outdoor, quiet/active, individual/small group/large group, large muscle/small muscle, and child-initiated/staff-initiated activities.

A8.2 Plan and conduct activities that reinforce foundation skills, reflect integrated and emergent curriculum, and support school readiness.

A8.3 Observe children and document the observations in a factual and anecdotal format, tying observations to developmental milestones.

A9.0 Students understand and apply the principles and practices of good nutrition, health, and safety for infants and children:

A9.1 Know procedures to clean a facility that follow a logical sequence and universal health precautions.

A9.2 Understand the procedures for preventing the spread of infections and illnesses, including those for food-borne pathogens.

A9.3 Understand the appropriate sanitation and hygiene techniques for infants, toddlers, children, and staff.

A9.4 Know the proper procedures to follow when preparing and serving nutritional snacks and meals, including those that foster independent eating practices and promote good nutrition and hygiene habits.

A9.5 Know how to recognize, describe, and report signs and symptoms of illness, injury, discomfort, or special needs in infants, toddlers, and children.

A10.0 Students understand how to communicate and interact effectively with families and communities:

A10.1 Understand the benefits of establishing strong relationships with families and communities.

A10.2 Understand how language, culture, and educational backgrounds may affect family structures and communication within and among families and communities.

A10.3 Know how positive parent-staff relationships, family members, and the community contribute to the physical, intellectual, social, and emotional development of the child.

A10.4 Understand how to use opportunities in the daily routine to build trusting relationships and effective communication with families.

A10.5 Understand the ways in which to advocate for high-quality programs and services for children and families.

A11.0 Students understand the role of teaching materials and resources in enhancing classroom instruction in child care and development programs:

A11.1 Understand the appropriate uses of current instructional technology and equipment to develop program materials and support learning.

A11.2 Know the various types and sources of quality, age-appropriate, and developmentally appropriate materials and equipment.

A11.3 Know how to select and develop age-appropriate and developmentally appropriate teaching materials and resources.

A12.0 Students understand and support the learning process in an assisting role:

A12.1 Know the strategies for supervising and maintaining a supportive learning environment for infants, toddlers, and children.
A12.2 Understand established standards and procedures in classrooms, libraries, halls, and bathrooms and on the school grounds.
A12.3 Understand the typical learning challenges that students encounter in curricular areas.
A12.4 Implement planned activities to facilitate multidisciplinary learning and reinforce concepts.
A12.5 Understand how to provide instructional assistance to small and large learning groups.
A12.6 Know how to help the teacher with child assessment and portfolio development.

B. Consumer Services Pathway

The Consumer Services Pathway focuses on a broad-based curriculum designed to prepare students for careers helping customers, including credit counselors, consumer reporters, writers, and consumer affairs directors. Students learn employment and management skills that include business structure; consumer rights and responsibilities; product testing and demonstration; consumer communications; and energy, environment, and resource management.

B1.0 Students understand important aspects of the consumer services industry and the role of the industry in state, local, and global economies:

B1.1 Know the ways in which national and international policies and procedures affect the daily operations of a consumer services organization.
B1.2 Understand the legislative, economic, and social trends that affect careers in the consumer services industry.
B1.3 Understand the effect of this industry on businesses and the state's economy.
B1.4 Understand the ways in which industries, companies, and agencies provide consumer information and services.
B1.5 Understand the role of consumer affairs personnel in an organization.

B2.0 Students understand the principles of effective workforce and organizational management, including the roles and responsibilities of management and employees:

B2.1 Understand the outcomes of effective management, such as profitability, productivity, consumer and client satisfaction, and business growth.
B2.2 Understand the main workforce management strategies, such as shared responsibilities and negotiation.
B2.3 Understand the interrelationship and interdependence of management and employees as they relate to workforce productivity.
B2.4 Understand common organizational procedures and tools, such as business plans, spreadsheets for payroll and inventories, recordkeeping, and communication with consumers.

B3.0 Students understand the operational procedures and safety practices that are commonly used in the consumer services industry:

B3.1 Know the correct technical terms to describe products, procedures, and equipment specific to the consumer services industry.
B3.2 Understand the procedures for preparing, expediting, and tracking forms needed for requisitioning supplies and materials.
B3.3 Analyze the purpose of and information in material safety data sheets.

B4.0 Students understand essential consumer protection laws and regulations:

B4.1 Understand the evolution of consumer protection legislation.
B4.2 Understand the role of local, state, and national public and private agencies in consumer and business protection.
B4.3 Understand the effects of environmental laws and safety regulations on consumers.
B4.4 Understand the legal implications of a contract and interpret the consequences of consumer actions related to various types of contracts.

B5.0 Students understand consumer rights and responsibilities in the consumer services industry:

B5.1 Understand the various advertising techniques that are used in marketing with respect to consumer rights.
B5.2 Know how individuals can have an effect on the legislative process as it relates to consumer regulations.
B5.3 Analyze the effect of consumer protection laws on the cost and quality of goods and services.
B5.4 Know effective strategies that consumers can use when exercising their rights and accepting their responsibilities.
B5.5 Understand the effects of identity theft on individuals, businesses, and local economies.

B6.0 Students understand the significance of national and international influences, current events, and diversity within the consumer services industry:

B6.1 Understand the national and international issues that affect consumers.
B6.2 Analyze the influence of different global industries, economies, regulations, and political and economic systems on the consumer services industry.
B6.3 Understand how cultural diversity affects consumer services.

B7.0 Students understand customer relationships and their impact on businesses and employees in the consumer services industry:

B7.1 Evaluate the factors that contribute to quality customer relationships.
B7.2 Assess customer needs or desires and recommend products and services.
B7.3 Apply logical, legal, and expedient solutions to consumer concerns.
B7.4 Understand how the customer’s point of view and suggestions affect management policies and decisions.
B7.5 Understand how the Internet and new technology improve communication and facilitate business operations.

B7.6 Understand the methods used to establish trust between a client and a customer service employee.

B8.0 Students understand and apply the skills and techniques needed to prepare advertising, public relations, and informational materials for consumers:

B8.1 Know local, state, national, and international agencies, organizations, and media resources that provide current consumer information.
B8.2 Know how to prepare and deliver materials and presentations that consumers will understand, such as videos, press kits, public service announcements, and fact sheets.
B8.3 Know the tools and techniques used for communicating with consumers, including those used for advertising.
B8.4 Understand how to prepare communications, timelines, agendas, schedules, meeting arrangements, and advertising media for public relations activities.
B8.5 Analyze public relations plans in terms of their effect on customer relations and the operations of an organization.

B9.0 Students understand important consumer programs and services provided by energy, environmental, and resource management businesses:

B9.1 Know how to compare the costs and benefits of consumer programs for consumers, communities, and businesses.
B9.2 Understand the various sources of energy available to consumers and the strategies that improve energy efficiency.
B9.3 Understand residential and commercial waste disposal and recycling issues.

B10.0 Students understand and apply the basic procedures required to research, test, label, and demonstrate products to provide information needed by employees, consumers, and clients:

B10.1 Understand the trends that affect customer demand for products and services.
B10.2 Understand the purpose of marketing research before a new product or service is developed and introduced.
B10.3 Understand the standard testing procedures and strategies used to analyze data and integrate findings to revise products.
B10.4 Know the industry standards and government regulations that require specific information to be included on labels and care instructions.
B10.5 Compare features, benefits, prices, product information, styles, and performance of goods.
B10.6 Plan, conduct, and evaluate demonstrations that educate consumers and promote a variety of products.

B11.0 Students understand personal financial management and its effects on the economy and career, personal, and family goals:

B11.1 Analyze budgets for a variety of individuals and families in accord with estimated income, needs, desires, goals, and lifestyles.

B11.2 Understand the effects of short-term and long-term financial plans on consumer decisions.
B11.3 Know credit terminology, credit ratings and sources, costs of credit, and risks and benefits of credit.
B11.4 Understand the ways in which to resolve credit issues and explain the effect of credit issues on the consumer and the economy.
B11.5 Understand the costs of bankruptcy to the individual, the consumer, the institution, and the economy.
B11.6 Analyze various types of investments and risk-management programs.

B12.0 Students understand the effect of the U.S. economic system on personal income, financial management, individual and family security, and consumer decisions:

B12.1 Understand the interrelationship between the economy and consumer spending and saving.
B12.2 Understand inflation and recession and how they affect the financial status of individuals and families.
B12.3 Know the services provided by various financial institutions and departments of government.

C. Education Pathway

The Education Pathway is designed to prepare students for professional or learning support positions in education, prekindergarten through grade twelve. Students study human development, standards, regulations and codes, positive guidance and counseling techniques, age-appropriate and grade-appropriate learning strategies, learning theories, and standards-based curriculum and instructional design. Students can apply and practice their knowledge and skills at a variety of elementary and secondary sites.

C1.0 Students understand the structure of the education industry and its role in state and local economies:

C1.1 Understand the effect of the education industry on state and local economies.
C1.2 Understand the legislative, economic, and social trends that affect the education industry.
C1.3 Understand the basic structure of education in California (e.g., prekindergarten through grade twelve, community college, the California State University, the University of California).
C1.4 Understand the differences in organizational structures at educational facilities, including relationships and interactions among personnel.

C2.0 Students understand and apply operational procedures and organizational policies at various levels in education:

C2.1 Know when and how to use key procedures at the classroom level (e.g., attendance; observations; evaluations; and illness, incident, accident, and injury reports).
C2.2 Know the business procedures related to the acquisition of supplies and collection of fees.

C2.3 Understand the main workforce management strategies in education (e.g., shared responsibility and negotiation).

C2.4 Understand the components of professionalism and how to practice professional behaviors.

C3.0 Students understand specific applications of government regulations in the education industry:

C3.1 Know the critical health and safety procedures that are used at a school site.

C3.2 Know the indicators of child abuse and neglect and the role of the mandated reporter.

C3.3 Know the credentialing requirements for teachers of students in prekindergarten through community college.

C4.0 Students understand critical emergency and disaster procedures at a school site:

C4.1 Understand the state and federal environmental and safety regulations and the use of material safety data sheets as they relate to the education industry.

C4.2 Know the staff procedures, duties, and responsibilities related to safety, emergency, and disaster preparedness plans.

C4.3 Know how to use certified first aid, cardiopulmonary resuscitation (CPR), and other emergency procedures.

C4.4 Understand the typical hazards at the work site and know the procedures and practices that contribute to a safe and healthy environment.

C5.0 Students understand important elements of physical, intellectual, emotional, and social development of children and adolescents:

C5.1 Know how typical and common atypical developmental patterns affect the educational progress of children and adolescents.

C5.2 Identify the factors in heredity, family, culture, and the environment that may influence the development of children and adolescents.

C5.3 Understand the role of parental involvement in the physical, intellectual, emotional, and social development of children and adolescents.

C5.4 Know the best practices for inclusion in the education of children and adolescents with special needs.

C6.0 Students understand the roles of positive interaction, guidance, and discipline in the educational environment:

C6.1 Understand common behavior problems, possible causes, and potential solutions.

C6.2 Understand strategies for effective classroom management, including appropriate discipline.

C6.3 Know the types of positive guidance techniques that are used in various stages of a child's development.

C6.4 Know how to support the development of positive self-image and self-esteem and independence and respect for oneself and others.

C7.0 Students understand the role and purpose of standards-based instruction and assessment:

C7.1 Identify relevant curriculum standards and their use in instruction.
C7.2 Know the basic components of effective standards-based lesson plans appropriate for varying ages, learning styles, and cultural backgrounds.
C7.3 Use teaching strategies that promote student learning, critical thinking, and problem solving.
C7.4 Know the types and important elements of student assessments.

C8.0 Students understand and apply basic principles and practices of good nutrition and health for children:

C8.1 Know the appropriate procedures for preventing the spread of infections and illnesses and for responding to allergic reactions.
C8.2 Understand the nutritional needs of children and the allergies commonly associated with food.
C8.3 Know crucial safety and sanitary procedures to follow in the classroom related to good nutrition and health.
C8.4 Know the common indicators of nutrition-related disorders and diseases.

C9.0 Students understand how to effectively communicate and interact with families and community groups:

C9.1 Understand the factors that influence effective communication between the school and home and how to foster parental involvement.
C9.2 Understand issues of diversity and how to exhibit sensitivity to cultural differences.
C9.3 Understand the ways in which language, culture, and educational backgrounds may affect communication within and among families and the school.

C10.0 Students understand the process of developing quality teaching materials and resources for classroom instruction:

C10.1 Understand the appropriate use of current technology to develop instructional materials and support learning.
C10.2 Know various types and sources of quality, grade-appropriate materials and equipment.
C10.3 Assess available materials and resources for quality and grade appropriateness.
C10.4 Develop grade-appropriate instructional materials and resources.

C11.0 Students understand the role of instructional staff in supporting the learning process:

C11.1 Understand behavior standards expected of students (e.g., in classrooms, libraries, and bathrooms; on the school grounds; and during educational and recreational trips).
C11.2 Know a variety of individual and group teaching strategies and learning theories that promote effective learning.
C11.3 Understand the common typical and atypical learning challenges for students in a variety of curricular areas.
C11.4 Know techniques for providing positive feedback on student work, attendance, and classroom performance.

C11.5 Understand how to help the teacher with student instruction and assessment.

C12.0 Students understand the components of effective after-school and recreational programs for individuals and groups:

C12.1 Know the purposes of after-school and recreational activities.
C12.2 Understand the important components and typical age-appropriate or ability-appropriate activities of various after-school and recreational programs.
C12.3 Assess the recreational interests and needs of individuals and groups.

D. Family and Human Services Pathway

Employment growth in the Family and Human Services Pathway will likely be driven by an increasing demand for family assistance. Students learn employment and management skills, such as positive guidance, professional behavior and standards, and laws and regulations related to the field. Students also learn about nutrition, health, and safety.

D1.0 Students understand important aspects of the family and human services industry and the role of the industry in state, local, and global economies:

D1.1 Understand the legislative, economic, and social trends that have an effect on careers in the family and human services industry.
D1.2 Understand the ways in which agencies and organizations provide family and human services.
D1.3 Understand the role and effect of this industry on individuals, families, and the state's economy.
D1.4 Understand the organizational structure and hierarchy that shows the relationships and interactions among departments in both the public and private sectors of this industry.

D2.0 Students understand the principles of effective workforce and organizational management, including the roles and responsibilities of management and employees:

D2.1 Understand the outcomes of effective management, such as profitability, productivity, positive work environment, and client satisfaction.
D2.2 Understand the main workforce management strategies, such as shared responsibilities and negotiation.
D2.3 Understand the interrelationship and interdependence of management and employees as they relate to workforce productivity.
D2.4 Understand common organizational procedures and tools, such as business plans, spreadsheets for payroll and inventories, recordkeeping, and communication with consumers.
D2.5 Know how to identify and gain access to various sources of funding for nonprofit organizations that serve individuals and families.

D3.0 Students understand the facilities and operational procedures used in the family and human services industry:

D3.1 Know the various types of care facilities that promote the independence of clients.
D3.2 Evaluate facilities for the safety and well-being of clients.
D3.3 Know the operational procedures related to quality control, inventory control, maintenance, storage, security, mailing, receiving, billing, and payment.
D3.4 Understand various types of liability, insurance policies, code compliance, service agreements, and contracts.

D4.0 Students understand the laws and regulations that affect providers of family and human services and their clients:

D4.1 Know the local, state, and federal laws, regulations, and agencies established to protect children, adolescents, and adults, including the elderly and other persons with special needs.
D4.2 Know the ways in which local, state, and federal regulations and laws are enforced by regulatory agencies (including the California Occupational Safety and Health Administration, the Americans with Disabilities Act, and the Health Insurance Portability and Accountability Act).
D4.3 Understand the typical policies and procedures established by employers to comply with local, state, and federal regulations and laws.

D5.0 Students understand the stages of human development and the related needs of individuals and families:

D5.1 Understand the characteristics and changing needs of the various stages of development throughout the life span.
D5.2 Know common needs, problems, and adjustments associated with life changes.
D5.3 Understand the behaviors and resources that foster the well-being of individuals and families.
D5.4 Understand the ways in which to enhance the emotional health of individuals and families.
D5.5 Know how to determine the special needs of clients and identify resources and agencies that provide services.

D6.0 Students understand and apply the basic principles that promote health and well-being throughout the life span:

D6.1 Know the strategies that promote good health practices for all ages.
D6.2 Plan and prepare snacks and meals that meet the dietary needs of persons, including those with special dietary needs, by using sanitary and safe food handling procedures.
D6.3 Evaluate foods in terms of their economic and nutritional value.
D6.4 Plan exercise activities that are enjoyable, safe, and appropriate for the individual needs of clients.
D6.5 Know how to recognize and describe signs and symptoms of illness and discomfort.

D7.0 Students understand important safety, emergency, and disaster procedures to use for a variety of populations:

D7.1 Understand how to establish and promote good safety habits for all ages.
D7.2 Know the procedures for basic first aid and cardiopulmonary resuscitation (CPR) for infants, children, and adults.
D7.3 Understand the causes and prevention of common accidents and injuries.
D7.4 Know the correct procedures for dealing with emergencies and disasters.
D7.5 Understand the procedures that prevent the spread of illnesses, infections, and diseases, including blood-borne pathogens.
D7.6 Understand the specific health considerations of persons with disabilities.

D8.0 Students understand and apply interpersonal skills required to interact effectively with individuals and families:

D8.1 Know the strategies that promote positive interaction between individuals, families, and agencies.
D8.2 Understand effective ways to communicate and interact with culturally diverse individuals and families, such as using mediation, conflict resolution, and decision-making skills.
D8.3 Understand effective ways to teach individuals and families communication, mediation, conflict-resolution, and decision-making skills.

D9.0 Students understand positive guidance and its application in helping individuals and families:

D9.1 Understand the concept of positive guidance and its benefits to persons across the life span.
D9.2 Know positive guidance techniques that are appropriate for clients and that promote independence.
D9.3 Understand possible causes of behavior problems and conflict and suggest solutions, including behavior modification.

D10.0 Students understand and facilitate daily living activities of individuals and families:

D10.1 Understand the importance of privacy, independence, dignity, confidentiality, and respect for clients.
D10.2 Understand the importance of personal care and well-being to the physical and emotional health of clients.
D10.3 Know the various types of disabilities, potential barriers, and types of accommodations needed for clients.
D10.4 Know the tasks of daily living and the types of assistance persons need with these activities, including persons with physical and mental limitations.
D10.5 Know procedures for shopping, banking, and recordkeeping and other services that will assist clients.
D10.6 Understand important consumer information, such as comparison shopping, interpreting labels, warranties and guarantees, consumer fraud and identify theft, consumer redress, and consumer rights and responsibilities.

D11.0 Students understand common problems and crises affecting individuals and families:

D11.1 Know the signs of emotional and physical abuse, emotional crises, and mental health issues, such as depression, isolation, substance abuse, and stress.

D11.2 Know how to identify behaviors that require intervention and outside assistance.

D11.3 Know how to provide the information that individuals and families need to make decisions about seeking professional help.

D12.0 Students understand the importance of social involvement for individuals and families:

D12.1 Understand the value of social, recreational, and educational activities for all ages.

D12.2 Know the processes for evaluating the appropriateness of facilities and community resources available for social, recreational, and educational activities.

D12.3 Plan, conduct, and evaluate social, recreational, and educational activities appropriate to the physical, psychological, cultural, and socioeconomic needs of individuals and families.

D12.4 Recommend appropriate community resources for social, recreational, and educational activities to meet client needs.

Energy and Utilities Industry Sector
Model Curriculum Standards

Energy and Utilities Career Pathways

Electromechanical Installation and Maintenance
Energy and Environmental Technology
Public Utilities
Residential and Commercial Energy and Utilities

The Energy and Utilities sector is designed to provide a foundation in energy and utilities for all students in California. The pathways emphasize real-world, occupationally relevant experiences of significant scope and depth in Electromechanical Installation and Maintenance, Energy and Environmental Technology, Public Utilities, and Residential and Commercial Energy and Utilities. The standards integrate academic and technical preparation and focus on career awareness, career exploration, and skill preparation in four pathways. The following components are integral to the Energy and Utilities sector pathways: classroom, laboratory, hands-on contextual learning, project- and work-based instruction, internship, community classroom, cooperative career technical education, and leadership development. The Energy and Utilities sector standards prepare students for continued training, postsecondary education, or entry to a career.

Foundation Standards

1.0 *Academics*

Students understand the academic content required for entry into postsecondary education and employment within the Energy and Utilities sector:

1.1 *Mathematics:*

Specific applications of number sense (grade seven)

(1.1) Read, write, and compare rational numbers in scientific notation (positive and negative powers of 10) with approximate numbers using scientific notation.

(1.2) Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.

(1.3) Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.

(1.4) Differentiate between rational and irrational numbers.

(1.5) Know that every rational number is either a terminating or repeating decimal and be able to convert terminating decimals into reduced fractions.

(1.6) Calculate the percentage of increases and decreases of a quantity.

(1.7) Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.

Specific applications of mathematical reasoning (grade seven)

(2.1) Use estimation to verify the reasonableness of calculated results.

(2.2) Apply strategies and results from simpler problems to more complex problems.

(2.3) Estimate unknown quantities graphically and solve for them by using logical reasoning and arithmetic and algebraic techniques.

(2.4) Make and test conjectures by using both inductive and deductive reasoning.

(2.5) Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.

(2.6) Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.

(2.7) Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.

(2.8) Make precise calculations and check the validity of the results from the context of the problem.

(3.1) Evaluate the reasonableness of the solution in the context of the original situation.

(3.2) Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.

(3.3) Develop generalizations of the results obtained and the strategies used and apply them to new problem situations.

Specific applications of algebra and functions (grade seven)

(1.1) Use variables and appropriate operations to write an expression, an equation, an inequality, or a system of equations or inequalities that represents a verbal description (e.g., three less than a number, half as large as area A).

(3.4) Plot the values of quantities whose ratios are always the same (e.g., cost to the number of an item, feet to inches, circumference to diameter of a circle). Fit a line to the plot and understand that the slope of the line equals the quantities.

Specific applications of measurement and geometry (grade seven)

(1.1) Compare weights, capacities, geometric measures, times, and temperatures within and between measurement systems (e.g., miles per hour and feet per second, cubic inches to cubic centimeters).

(2.4) Relate the changes in measurement with a change of scale to the units used (e.g., square inches, cubic feet) and to conversions between units (1 square foot = 144 square inches or [1 ft^2] = [144 in^2], 1 cubic inch is approximately 16.38 cubic centimeters or [1 in^3] = [16.38 cm^3]).

Specific applications of Algebra I (grades eight through twelve)

(1.1) Students use properties of numbers to demonstrate whether assertions are true or false.

(5.0) Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.

(8.0) Students understand the concepts of parallel lines and perpendicular lines and how those slopes are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point.

(12.0) Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.

(15.0) Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

(24.1) Students explain the difference between inductive and deductive reasoning and identify and provide examples of each.

Specific applications of Algebra II (grades eight through twelve)

(6.0) Students add, subtract, multiply, and divide complex numbers

Specific applications of geometry (grades eight through twelve)

(11.0) Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.

1.2 *Science:*

Specific applications of investigation and experimentation (grades nine through twelve)

(1.a) Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.

Specific applications of physics (grades nine through twelve)

(3.a) *Students know* heat flow and work are two forms of energy transfer between systems.

(3.g) *Students know* how to solve problems involving heat flow, work, and efficiency in a heat engine and know that all real engines lose some heat to their surroundings.

(5.a) *Students know* how to predict the voltage or current in simple direct current (DC) electric circuits constructed from batteries, wires, resistors, and capacitors.

(5.b) *Students know* how to solve problems involving Ohm's law.

1.3 *History–Social Science:*

Specific applications of United States history and geography (grade eleven)

(11.5.7) Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.

(11.7.6) Describe major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources.

(11.8.7) Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.

(11.11.3) Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.

2.0 *Communications*

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts:

2.0 *Communications*

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts:

2.1 *Reading:*

Specific applications of English–language arts (grades nine and ten)

(2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

(2.6) Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).

Specific applications of English–language arts (grades eleven and twelve)

(2.3) Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

2.2 *Writing:*

Specific applications of English–language arts (grades nine and ten)

(1.3) Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.

(1.4) Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).

(1.5) Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).

(1.8) Design and publish documents by using advanced publishing software and graphic programs.

Specific applications of English–language arts (grades eleven and twelve)

(1.8) Integrate databases, graphics, and spreadsheets into word-processed documents.

(2.5) Write job applications and resumes:

a. Provide clear and purposeful information and address the intended audience appropriately.
b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
c. Modify the tone to fit the purpose and audience.
d. Follow the conventional style for that type of document (e.g., resume, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

(2.6.) Deliver multimedia presentations:

a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
b. Select an appropriate medium for each element of the presentation.
c. Use the selected media skillfully, editing appropriately and monitoring for quality.
d. Test the audience's response and revise the presentation accordingly.

2.3 *Listening and Speaking:*

Specific applications of English–language arts (grades eleven and twelve)

(1.8) Use effective and interesting language, including:

a. Informal expressions for effect
b. Standard American English for clarity
c. Technical language for specificity

(2.4) Deliver multimedia presentations:

a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
b. Select an appropriate medium for each element of the presentation.

c. Use the selected media skillfully, editing appropriately and monitoring for quality.
d. Test the audience's response and revise the presentation accordingly.

2.4 *Written and Oral English Conventions:*

Specific applications of English–language arts (grades nine and ten)

(1.4) Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

2.5 *Multimedia:*

Understanding the importance of technical and computer-aided design and drawing technologies essential to the language of the engineering and design industry; reading, interpreting, and creating drawings, sketches, and schematics using engineering and design industry conventions and standards; interpreting and understanding detailed information provided from available technical documents, both print and electronic, and from experienced people; and using computers, calculators, multimedia equipment, and other devices in a variety of applications.

3.0 *Career Planning and Management*

Students understand how to make effective decisions, use career information, and manage personal career plans:

3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.
3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.
3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.
3.6 Know the main strategies for self-promotion in the hiring process, such as completing job applications, résumé writing, interviewing skills, and preparing a portfolio.

4.0 *Technology*

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.
4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.
4.3 Understand the influence of current and emerging technology on selected segments of the economy.
4.4 Use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphic calculators) to perform tests, collect data, analyze relationships, and display data.
4.5 Understand the process of delivering a multimedia presentation.
4.6 Understand the effects of financial, technical, and economic trends on the energy and environmental technology industry.

5.0 *Problem Solving and Critical Thinking*

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:

5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
5.2 Understand the universal, systematic problem-solving model that incorporates input, process, outcome, and feedback components.
5.3 Use critical thinking skills to make informed decisions and solve problems.
5.4 Understand the role of troubleshooting, research and development, invention, and experimentation in problem solving.
5.5 Use critical thinking skills to solve problems.
5.6 Know how to develop an energy and utilities sector product to given design parameters by using industry-specific materials, tools, equipment, and systems that meet end-use goals.

6.0 *Health and Safety*

Students understand health and safety policies, procedures, regulations, and practices, including equipment and hazardous materials handling:

6.1 Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibility.
6.2 Understand critical elements for health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.
6.3 Maintain safe and healthful working conditions and environments.
6.4 Use tools and machines safely and appropriately.
6.5 Understand the role and fundamental responsibilities of governmental safety agencies.
6.6 Know how to perform cardiopulmonary resuscitation (CPR) and basic first aid.

7.0 *Responsibility and Flexibility*

Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.
7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
7.3 Understand the need to adapt to varied roles and responsibilities.
7.4 Understand that individual actions can affect the larger community.
7.5 Understand the personal and time-management skills needed in a variety of workplace situations.
7.6 Understand the role of careful planning in producing desired results and accomplishing change.

8.0 *Ethics and Legal Responsibilities*

Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.
8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.

8.3 Understand the role of personal integrity and ethical behavior in the workplace, including environmental awareness and responsibilities.

9.0 *Leadership and Teamwork*

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
9.2 Understand the ways in which preprofessional associations, such as SkillsUSA, and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
9.3 Understand how to organize and structure work individually and in teams for effective performance and goal attainment.
9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
9.6 Understand how to organize, conduct, and participate in meetings.

10.0 *Technical Knowledge and Skills*

Students understand the essential knowledge and skills common to all pathways in the Energy and Utilities sector:

10.1 Select, use, adjust, and maintain tools, equipment, systems, and products common to the school energy and utilities instructional program in a safe, effective, and appropriate manner.
10.2 Know the common energy and power technologies.
10.3 Know the sources and systems of power and energy.
10.4 Know the energy resources currently in use or under research.
10.5 Know the basic theory of energy conversion processes and energy transmission systems and know their common applications.
10.6 Know the fundamentals of energy extraction processes and conserving and storing systems.
10.7 Use service resources, including print and electronic retrieval systems, to diagnose and solve technical problems.
10.8 Know the essential elements of a clearance and tagging program.
10.9 Understand the basic principles and proper selection and use of equipment designed for working in confined spaces and equipment designed for working at heights in a safe and appropriate manner.
10.10 Interpret material safety data sheets and locate information on hazardous materials.
10.11 Understand the fundamentals of lubricants and lubrication.
10.12 Understand the basic principles associated with the use of fasteners and the skills required in good bolting practices.
10.13 Understand the need to participate in sector-related professional improvement activities, SkillsUSA, other career technical education leadership and skill associations, and related career pathway specializations.

10.14 Comprehend complex details and specifications from both technical documentation and presentations.

10.15 Understand the need and process to obtain and maintain industry-standard, technical certifications and affiliations with professional organizations, including the American Gas Association and the Institute of Electrical and Electronic Engineers, Incorporated.

11.0 *Demonstration and Application*

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

Pathway Standards

A. Electromechanical Installation and Maintenance Pathway

The Electromechanical Installation and Maintenance Pathway prepares students for employment or advanced training in a variety of electromechanical installation and maintenance industries:

A1.0 Students understand the advantages and disadvantages of energy resources currently in use or under research that (will) influence electromechanical installation and maintenance industry systems and processes:

- A1.1 Know the new and emerging energy resources in the industry.
- A1.2 Know the advantages and disadvantages of energy resources used in the industry and their effects on the environment.
- A1.3 Know the theory of basic plant electrical components.
- A1.4 Know the fundamentals of cycles (including vapor and combined power, cogeneration, and Brayton and Rankin cycles) as they relate to energy resources used in the industry.
- A1.5 Understand the operational fundamentals of basic industrial plants as they relate to energy resources used in the industry.

A2.0 Students understand energy conversion processes and energy transmission systems used in the electromechanical installation and maintenance industry:

- A2.1 Know the basic physical and chemical terms, characteristics, and concepts related to process and systems operations and maintenance.
- A2.2 Know the fundamentals of control systems and circuitry.
- A2.3 Use a variety of rigging techniques in appropriate situations.
- A2.4 Know the fundamentals of shaft couplings and shaft alignment.
- A2.5 Know the fundamentals of basic electrical supply components.
- A2.6 Understand basic process measurement systems.

A3.0 Students understand energy extraction processes, energy conservation systems, and energy storing in the electromechanical installation and maintenance industry:

- A3.1 Know the practical operation of energy extraction processes, energy conservation systems, and energy.
- A3.2 Know the application of energy extraction processes, energy conservation systems, and energy storing methods in the industry as they relate to human needs.

A3.3 Know the fundamentals of material characteristics, alloys, and testing.
A3.4 Know the basic extraction, conservation, and storing applications of oxidation-reduction reactions and thermodynamics.
A3.5 Know the basic principles of hydraulic, pneumatic, and electrical power.

A4.0 Students understand specific career preparation and planning requirements for employment in the electromechanical installation and maintenance industry and how these requirements apply to all students planning to enter and advance in the industry:

A4.1 Interpret scaled plant, circuit, and process drawings; perform calculations; and use resultant details to plan and produce components and systems that meet industry standards.
A4.2 Know the processes used in controlling work scheduling and completion.
A4.3 Understand a process used in controlling parts and equipment.
A4.4 Understand the fundamentals of metallurgy and fluidics, including grain structure, hardness, flow control, and metering.

A5.0 Students understand procedures and processes as they occur in an electromechanical installation and maintenance project:

A5.1 Interpret written and oral maintenance and job specifications to plan and produce components, systems, and services that meet both customer needs and industry standards.
A5.2 Estimate the materials to be used from the blueprints for projects and services.
A5.3 Plan a sequence of events in a project.
A5.4 Construct projects accurately from blueprints and specifications.
A5.5 Solve common project problems by using construction codes, technical manuals, and building standards.
A5.6 Understand the importance of and procedure for maintaining accurate records of the progress of a project.

B. Energy and Environmental Technology Pathway

The Energy and Environmental Technology Pathway prepares students for employment or advanced training in a variety of energy and environmental industries.

B1.0 Students understand energy resources and the effects of these resources and systems on the environment:

B1.1 Know how to classify various conventional energy resources by depletable, nondepletable, renewable, and nonrenewable type.
B1.2 Know the new and emerging energy resources.
B1.3 Understand the advantages and disadvantages of energy resources in terms of their effects on the environment.

B2.0 Students understand the environmental implications of energy conversion processes and energy transmission systems:

B2.1 Know energy conversion processes and energy transmission systems as they relate to activities across the environment.
B2.2 Know the basic terms, characteristics, and concepts of physical and chemical processes related to components and systems operations and maintenance in energy conversion and transmission systems.

B2.3 Know the basic gas, electrical, and electronic terms, units, definitions, and concepts in energy conversion and transmission systems.

B2.4 Know the influences of three different energy conversion processes and energy transmission systems.

B2.5 Understand the basic principles of energy systems: chemical, hydraulic, pneumatic, electrical, nuclear, solar, wind, and geothermal.

B2.6 Understand basic energy production systems and components, including the main components and system flow-paths in energy conversion and transmission systems.

B3.0 Students understand the applications and environmental effects of energy extraction processes, energy conservation systems, and energy storing systems:

B3.1 Know the common energy extraction processes, energy conservation systems, and energy storage systems.

B3.2 Understand the environmental implications of energy conservation principles related to energy extraction processes, conservation systems, and storage systems.

B3.3 Understand the pragmatic applications of energy extraction processes, energy conservation systems, and energy storing methods.

B4.0 Students understand and apply specific career preparation and planning requirements for employment in the environmental technology industry and understand how these requirements apply across all standards for students planning to successfully enter and advance in the industry:

B4.1 Know the practical and theoretical applications of voltage, amperage, and resistance in electrical circuits and systems.

B4.2 Know fault analysis and the steps that lead to fault analysis.

B4.3 Interpret circuit, plant, process, and systems drawings and diagrams.

B4.4 Understand oil and gas exploration, extraction, distillation, and distribution processes and systems.

B4.5 Understand the essential elements of a chemical-control program.

B4.6 Understand the principles of an auditable calibration program in an energy or utilities context.

C. Public Utilities Pathway

The Public Utilities Pathway prepares students for employment or advanced training in a variety of public utility industries.

C1.0 Students understand the advantages and disadvantages of energy resources in use or under research that (will) influence public utility industries:

C1.1 Know the new and emerging energy resources used in public utility industries.

C1.2 Understand the advantages and disadvantages of energy resources used in public utility industries.

C1.3 Understand the effects of energy resource and conservation systems on the environment.

C2.0 Students understand the energy conversion processes and energy transmission systems used in the public utility industries:

- C2.1 Understand the application of energy conversion processes and energy transmission systems in public utility industries.
- C2.2 Understand scientific principles (including mechanical, fluid, and thermodynamic) and chemical functions common to energy conversion processes and energy transmission systems.
- C2.3 Understand the mathematical functions, including measurement scales, tables, and systems, used for safe energy conversion processes and energy transmission systems.
- C2.4 Understand the basic principles of electricity and electrical power required of safe and economical energy conversion processes and energy transmission systems.
- C2.5 Understand the basic principles of nuclear and other alternative power energy conversion processes and energy transmission systems used in public utility industries.

C3.0 Students understand energy extraction processes, energy conservation (e.g., residential) systems, and energy storing in public utility industries:

- C3.1 Understand the energy extraction processes, energy conservation systems, and energy storing systems common to public utility industries.
- C3.2 Understand the application of energy extraction processes, energy conservation systems, and energy storing methods in public utility industries.
- C3.3 Know the various energy extraction processes, energy conservation systems, and energy storing methods used in public utility industries.
- C3.4 Understand the basic systems and components found in energy extraction processes, energy conservation systems, and energy storing methods.
- C3.5 Understand the theory and operation of basic electrical and electronic control, measurement, and monitoring components for energy extraction, energy conservation, and storage facilities.

C4.0 Students understand the effects of financial, technical, and economic trends on the past, current, and future technology in public utility industries:

- C4.1 Understand the effects of financial, technical, and economic trends on the past, present, and future of the public utility industries.
- C4.2 Understand the public utility industry's role in the local, state, and national community infrastructure.
- C4.3 Understand the effects of financial, technical, and economic trends on the development of systems and processes in public utility industries.

C5.0 Students understand public utility industry career preparation concepts and how they apply across all standards:

- C5.1 Understand the basic electrical science and pragmatic and theoretical applications of voltage, amperage, resistance, and heat transfer and flow in electrical and electronic circuits and equipment.

C5.2 Understand the basic principles of pipelines, conveyors, elevators, and related alternative transport systems used in energy extraction processes, energy conservation systems, and energy storage.

C5.3 Understand the concept of and need for maintenance and fault analysis skills and the related need and requirements for maintaining a calibration program in public utility industries.

C5.4 Understand and interpret circuit, process, and structural drawings, diagrams, and blueprints used in public utility industries.

C5.5 Understand the fundamentals of metallurgy associated with energy extraction processes, energy conservation systems, and energy storage.

C5.6 Understand the basic concepts of heat transfer and flow.

C6.0 Students understand management procedures and processes as they occur in a public utility industry project:

C6.1 Understand the use of blueprints in job estimation applications, maintenance planning and procedures, and job specification analysis for a public utility industry project.

C6.2 Use scheduling systems to plan sequences of events in public utility industry projects.

C6.3 Construct projects accurately from blueprints and specifications.

C6.4 Use construction codes, technical manuals, electronic retrieval systems, and industry standards, such as American Gas Association standards, to solve common problems.

C6.5 Understand one system supporting the maintenance of accurate records of the progress of a public utility project.

C6.6 Understand the need for the production and use of industry-generated documents, records, and forms and for related management skills.

C7.0 Students understand the variety of building phases, systems, and techniques used in commercial and heavy construction in public utilities:

C7.1 Know how to develop building plans and schedules by using processes common to commercial and heavy construction in public utilities.

C7.2 Understand the wide variety of tools, equipment, processes, materials, and knowledge and skills associated with the architectural design and development of commercial and heavy construction public utility projects.

D. Residential and Commercial Energy and Utilities Pathway

The Residential and Commercial Energy and Utilities Pathway prepares students for employment or advanced training in a variety of residential and commercial energy and utility industries.

D1.0 Students understand the advantages and disadvantages of energy resources (e.g., nonrenewable) currently in use or under research that (will) influence residential and commercial energy and utility industries:

D1.1 Know the new and emerging energy resources used in residential and commercial energy and utilities.

D1.2 Know the advantages and disadvantages of energy resources used in residential and commercial industries in terms of their effects on the environment.

D1.3 Understand the basic principles of electricity and electrical power, including how electricity is generated and used as a power source.

D2.0 Students understand energy conversion processes and energy transmission systems used in residential and commercial industries:

D2.1 Understand the basic physical and chemical terms, characteristics, and concepts related to process and system operations.

D2.2 Use the appropriate electronic instruments to analyze, repair, and measure electric and electronic systems, circuits, and components.

D2.3 Understand the basic semiconductor physics and characteristics in circuit applications, including analog circuit basics and various forms of electromotive force.

D2.4 Understand the basic integrated circuit design, fabrication, and testing techniques in circuit applications.

D2.5 Understand the principles of electrical codes, wiring applications, and circuit and device troubleshooting techniques in circuit fabrications.

D2.6 Understand the principles of natural gas codes, distribution applications, and troubleshooting techniques in distribution systems.

D3.0 Students understand the role and function of tools and machines in residential and commercial industries:

D3.1 Know how to select and safely use hand and power tools, equipment, and machines common to residential and commercial energy and utilities systems.

D3.2 Understand how tools, equipment, and machines may be used to safely measure, test, diagnose, and analyze relationships between voltage, current, resistance, power, and gas and fluid pressure and flow rate.

D3.3 Know how tools, equipment, and machines may be used to safely measure, test, diagnose, and analyze tuned circuits, sine wave, and resonant and related characteristics of alternating current in alternating current applications.

D3.4 Understand the consumer concepts (e.g., consumer rights and informed purchasing) that apply to the purchase of industrial products and materials.

D3.5 Know the fundamental business aspects of residential and commercial energy and utility industries.

D3.6 Know the basic principles of industry documents, records, and forms associated with residential and commercial energy and utility industries.

D3.7 Know the importance of the business and consumer relationship and consumer rights concepts associated with residential and commercial energy and utility industry products and services.

D3.8 Know the essential elements of a quality assurance system.

D4.0 Students understand specific career preparation and planning requirements for employment in the residential and commercial energy and utility industry and how these requirements apply across all standards for students planning to successfully enter and advance in the industry:

D4.1 Know gas, oil, electric, and electronic component codes and labeling.

D4.2 Understand how electricity and electronics are composed of interactive, measurable forces.
D4.3 Know the operation and application of circuits for low-voltage control signals.
D4.4 Know the principles of electronic communication systems.
D4.5 Know basic optoelectronic circuitry; the nature of light, light sources, and light amplification; and the integration of optical systems with electronic systems.
D4.6 Know the principles of operation and applications of transducers, sensors, and electronic and electromechanical controllers.

D5.0 Students understand and apply procedures and processes related to a residential and commercial energy and utility project:

D5.1 Interpret information found in blueprints, maintenance and job specifications, and technical publications.
D5.2 Know fabrication processes and how they are used in the industry.
D5.3 Estimate needed materials by using blueprints, job specifications, and technical publications.
D5.4 Know the process of project planning and maintenance.
D5.5 Solve common problems by using technical manuals, electronic retrieval systems construction codes, and industry standards, such as American Gas Association standards.
D5.6 Know the importance of maintaining accurate records of the progress of a project.

D6.0 Students understand the value and necessity of practicing occupational safety in residential and commercial energy and utility industries:

D6.1 Know the basic fire hazards in the energy and utility industry.
D6.2 Understand the elements of combustion, fire classifications, and fire-fighting equipment and techniques specific to the residential and commercial energy and utility industry.
D6.3 Know the basic theory and concepts of electrostatics.

Engineering and Design Industry Sector
Model Curriculum Standards

Engineering and Design Career Pathways

Architectural and Structural Engineering
Computer Hardware, Electrical, and Networking Engineering
Engineering Design
Engineering Technology
Environmental and Natural Science Engineering

The Engineering and Design sector is designed to provide a foundation in engineering and design for students in California. Students are engaged in an instructional program that integrates academic and technical preparation with a focus on career awareness, career exploration, and career preparation in five pathways. The following pathways emphasize real-world, occupationally relevant experiences of significant scope and depth: Architectural and Structural Engineering; Computer Hardware, Electrical, and Networking Engineering; Engineering Design; Engineering Technology; and Environmental and Natural Science Engineering. To prepare students for continued training, advanced educational opportunities, and direct entry to a career, the engineering and design programs offer the following components: classroom, laboratory, and hands-on contextual learning; project- and work-based instruction; internship, community classroom, and cooperative career technical education; work experience education; and leadership and interpersonal skill development.

Foundation Standards

1.0 *Academics*

Students understand the academic content required for entry into postsecondary education and employment within the Engineering and Design sector:

(The standards listed below retain the numbering in parentheses as specified in the original academic content standards documents.)

1.1 *Mathematics:*

Specific applications of number sense (grade seven)

(1.1) Read, write, and compare rational numbers in scientific notation (positive and negative powers of 10) with approximate numbers using scientific notation.

(1.2) Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.

(1.3) Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.

(1.4) Differentiate between rational and irrational numbers.

(1.5) Know that every rational number is either a terminating or repeating decimal and be able to convert terminating decimals into reduced fractions.

(1.6) Calculate the percentage of increases and decreases of a quantity.

(1.7) Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.

Specific applications of mathematical reasoning (grade seven)

(2.1) Use estimation to verify the reasonableness of calculated results.

(2.2) Apply strategies and results from simpler problems to more complex problems.

(2.3) Estimate unknown quantities graphically and solve for them by using logical reasoning and arithmetic and algebraic techniques.

(2.4) Make and test conjectures by using both inductive and deductive reasoning.

(2.5) Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.

(2.6) Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.

(2.7) Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.

(2.8) Make precise calculations and check the validity of the results from the context of the problem.

(3.1) Evaluate the reasonableness of the solution in the context of the original situation.

(3.2) Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.

(3.3) Develop generalizations of the results obtained and the strategies used and apply them to new problem situations.

Specific applications of Algebra I (grades eight through twelve)

(1.1) Students use properties of numbers to demonstrate whether assertions are true or false.

(2.0) Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents.

(3.0) Students solve equations and inequalities involving absolute values.

Specific applications of geometry (grades eight through twelve)

(15.0) Students use the Pythagorean theorem to determine distance and find missing lengths of sides of right triangles.

(19.0) Students use trigonometric functions to solve for an unknown length of a side of a right triangle, given an angle and a length of a side.

Specific applications of Algebra II (grades eight through twelve)

(3.0) Students are adept at operations on polynomials, including long division.

(6.0) Students add, subtract, multiply, and divide complex numbers.

1.2 *Science:*

Specific applications of investigation and experimentation (grades nine through twelve)

(1.a) Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.

(1.d) Formulate explanations by using logic and evidence.

(1.l) Analyze situations and solve problems that require combining and applying concepts from more than one area of science.

Specific applications of physics (grades nine through twelve)

Heat and Thermodynamics

(3.a) Students know heat flow and work are two forms of energy transfer between systems.

(3.b) Students know that the work done by a heat engine that is working in a cycle is the difference between the heat flow into the engine at high temperature and the heat flow out at a lower temperature (first law of thermodynamics) and that this is an example of the law of conservation of energy.

(3.c) Students know the internal energy of an object includes the energy of random motion of the object's atoms and molecules, often referred to as thermal energy. The greater the temperature of the object, the greater the energy of motion of the atoms and molecules that make up the object.

(3.g) Students know how to solve problems involving heat flow, work, and efficiency in a heat engine and know that all real engines lose some heat to their surroundings

1.3 *History–Social Science:*

Specific applications of world history, culture, and geography (grade ten)

(10.3.5) Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.

Specific applications of United States history and geography (grade eleven)

(11.5.4) Analyze the passage of the Nineteenth Amendment and the changing role of women in society.

(11.5.7) Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.

(11.7.6) Describe major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources.

(11.8.7) Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.

Specific applications of economics (grade twelve)

(12.1.1) Examine the causal relationship between scarcity and the need for choices.

(12.1.2) Explain opportunity cost and marginal benefit and marginal cost.

(12.1.3) Identify the difference between monetary and nonmonetary incentives and how changes in incentives cause changes in behavior.

(12.1.4) Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.

(12.1.5) Analyze the role of a market economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith).

(12.2.1) Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.

(12.2.2) Discuss the effects of changes in supply and/ or demand on the relative scarcity, price, and quantity of particular products.

(12.2.3) Explain the roles of property rights, competition, and profit in a market economy.

(12.2.4) Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.

(12.2.5) Understand the process by which competition among buyers and sellers determines a market price.

(12.2.6) Describe the effect of price controls on buyers and sellers.

(12.2.7) Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.

(12.2.8) Explain the role of profit as the incentive to entrepreneurs in a market economy.

(12.2.9) Describe the functions of the financial markets.

(12.2.10) Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.

(12.3.1) Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers' rights.

(12.3.2) Identify the factors that may cause the costs of government actions to outweigh the benefits.

(12.3.3) Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels.

(12.3.4) Understand the aims and tools of monetary policy and their influence on economic activity (e.g., the Federal Reserve).

(12.4.1) Understand the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the mini-mum wage, and unemployment insurance.

(12.4.2) Describe the current economy and labor market, including the types of goods and services produced, the types of skills workers need, the effects of rapid technological change, and the impact of international competition.

(12.4.3) Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.

(12.4.4) Explain the effects of international mobility of capital and labor on the U.S. economy.

(12.6.1) Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere.

(12.6.2) Compare the reasons for and the effects of trade restrictions during the Great Depression compared with present-day arguments among labor, business, and political leaders over the effects of free trade on the economic and social interests of various groups of Americans.

(12.6.3) Understand the changing role of international political borders and territorial sovereignty in a global economy.

(12.6.4) Explain foreign exchange, the manner in which exchange rates are determined, and the effects of the dollar's gaining (or losing) value relative to other currencies.

1.4 *Visual and Performing Arts:*

Specific applications of visual arts (grades nine through twelve) at the advanced level

(1.1) Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.

(1.3) Analyze their works of art as to personal direction and style.

(1.7) Select three works of art from their art portfolio and discuss the intent of the work and the use of the media.

(2.3) Assemble and display objects or works of art as part of a public exhibition.

(2.4) Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion.

(2.5) Use innovative visual metaphors in creating works of art.

(2.6) Present a universal concept in a multimedia work of art that demonstrates knowledge of technology skills.

(3.1) Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in the works of art examined.

(3.2) Identify contemporary artists worldwide who have achieved regional, national, or international recognition and discuss ways in which their work reflects, plays a role in, and influences present-day culture.

(3.3) Investigate and discuss universal concepts expressed in works of art from diverse cultures.

(4.3) Analyze and articulate how society influences the interpretation and message of a work of art.

(4.6) Develop written criteria for the selection of a body of work from their portfolios that represents significant achievements.

(5.1) Speculate on how advances in technology might change the definition and function of the visual arts.

(5.3) Prepare portfolios of their original works of art for a variety of purposes (e.g., review for postsecondary application, exhibition, job application, and personal collection).

2.0 *Communications*

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts:

2.1 *Reading*:

Specific applications of English–language arts (grades nine and ten)

(2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

(2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

(2.6) Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).

Specific applications of English–language arts (grades eleven and twelve)

(2.3) Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

2.2 *Writing:*

Specific applications of English–language arts (grade eight)

(1.4) Plan and conduct multiple-step information searches by using computer networks and modems.

(1.5) Achieve an effective balance between researched information and original ideas.

(1.6) Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.

Specific applications of English–language arts (grades nine and ten)

(1.3) Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.

(1.4) Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).

(1.5) Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).

(1.7) Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., *Modern Language Association Handbook, The Chicago Manual of Style).*

(1.8) Design and publish documents by using advanced publishing software and graphic programs.

(2.6) Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):

(2.6.a) Report information and convey ideas logically and correctly.

(2.6.b) Offer detailed and accurate specifications.

(2.6.c) Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).

(2.6.d) Anticipate readers' problems, mistakes, and misunderstandings.

Specific applications of English–language arts (grades eleven and twelve)

(1.6) Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

(1.8) Integrate databases, graphics, and spreadsheets into word-processed documents.

(2.5) Write job applications and resumes:

(2.5.a) Provide clear and purposeful information and address the intended audience appropriately.

(2.5.b) Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.

(2.5.c) Modify the tone to fit the purpose and audience.

(2.5.d) Follow the conventional style for that type of document (e.g., resume, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

(2.6.) Deliver multimedia presentations:

(2.6.a) Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).

(2.6.b) Select an appropriate medium for each element of the presentation.

(2.6.c) Use the selected media skillfully, editing appropriately and monitoring for quality.

(2.6.d) Test the audience's response and revise the presentation accordingly.

2.3 *Listening and Speaking:*

Specific applications of English–language arts (grade eight)

(1.1) Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.

(1.2) Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.

(1.3) Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.

(1.4) Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.

(1.5) Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.

(1.6) Use appropriate grammar, word choice, enunciation, and pace during formal presentations.

(1.7) Use audience feedback (e.g., verbal and nonverbal cues):

(1.7.a) Reconsider and modify the organizational structure or plan.

(1.7.b) Rearrange words and sentences to clarify the meaning.

(1.8) Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).

(1.9) Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.

(2.1) Deliver narrative presentations (e.g., biographical, autobiographical):

(2.1.a) Relate a clear, coherent incident, event, or situation by using well-chosen details.

(2.1.b) Reveal the significance of, and the subject's attitude about, the incident, event, or situation.

(2.1.c) Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).

(2.2.) Deliver oral responses to literature:

(2.2.a) Interpret a reading and provide insight.

(2.2.b) Connect the students' own responses to the writer's techniques and to specific textual references.

(2.2.c) Draw supported inferences about the effects of a literary work on its audience.

(2.2d) Support judgments through references to the text, other works, other authors, or personal knowledge.

(2.3) Deliver research presentations:

(2.3.a) Define a thesis.

(2.3.b) Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic, as appropriate.

(2.3.c) Use a variety of primary and secondary sources and distinguish the nature and value of each.

(2.3.d) Organize and record information on charts, maps, and graphs.

(2.4.) Deliver persuasive presentations:

(2.4.a) Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).

(2.4.b) Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning.

(2.4.c) Anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements.

(2.4.d) Maintain a reasonable tone.

(2.5) Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures expressively to enhance the meaning.

Specific applications of English–language arts (grades nine and ten)

(1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.

(1.8) Produce concise notes for extemporaneous delivery.

(1.12) Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.

(2.2) Deliver expository presentations:

(2.2.a) Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.

(2.2.b) Convey information and ideas from primary and secondary sources accurately and coherently.

(2.2.c) Make distinctions between the relative value and significance of specific data, facts, and ideas.

(2.2.d) Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.

(2.2.e) Anticipate and address the listener's potential misunderstandings, biases, and expectations.

(2.2.f) Use technical terms and notations accurately.

(2.5) Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):

(2.5.a) Structure ideas and arguments in a coherent, logical fashion.

(2.5.b) Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).

(2.5.d) Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.

(2.5.d) Anticipate and address the listener's concerns and counterarguments.

Specific applications of English–language arts (grades eleven and twelve)

(1.3) Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).

(1.8.) Use effective and interesting language, including:

(1.8.a) Informal expressions for effect

(1.8.b) Standard American English for clarity

(1.8.c) Technical language for specificity

(1.10) Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.

(2.2) Deliver oral reports on historical investigations:

(2.2.a) Use exposition, narration, description, persuasion, or some combination of those to support the thesis.

(2.2.b) Analyze several historical records of a single event, examining critical relationships between elements of the research topic.

(2.2.c) Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.

(2.2.d) Include information on all relevant perspectives and consider the validity and reliability of sources.

(2.4) Deliver multimedia presentations:

(2.4.a) Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.

(2.4.b) Select an appropriate medium for each element of the presentation.

(2.4.c) Use the selected media skillfully, editing appropriately and monitoring for quality.

(2.4.d) Test the audience's response and revise the presentation accordingly.

2.4 *Written and Oral English Language Conventions:*

Specific applications of English–language arts (grades eleven and twelve)

(1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.

(1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.

(1.3) Reflect appropriate manuscript requirements in writing.

2.5 *Multimedia:*

Understanding the importance of technical and computer-aided design and drawing technologies essential to the language of the engineering and design industry; reading, writing, interpreting, and creating drawings, sketches, and schematics using engineering and design industry conventions and standards; interpreting and understanding detailed information provided from available technical documents, both print and electronic, and from experienced people; and using computers, calculators, multimedia equipment, and other devices in a variety of applications.

3.0 *Career Planning and Management*

Students understand how to make effective decisions, use career information, and manage personal career plans:

3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in a career.
3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.
3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.
3.6 Know the main strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and portfolio preparation.
3.7 Understand the nature of entrepreneurial activities.

4.0 *Technology*

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.
4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.
4.3 Understand the influence of current and emerging technology on selected segments of the economy.

5.0 *Problem Solving and Critical Thinking*

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:

5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
5.2 Understand the universal, systematic problem-solving model that incorporates input, process, outcome, and feedback components.
5.3 Use critical thinking skills to make informed decisions and solve problems.

6.0 *Health and Safety*

Students understand health and safety practices, policies, procedures, and regulations, including equipment and hazardous materials handling:

6.1 Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
6.2 Understand the critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.

7.0 *Responsibility and Flexibility*

Students know the behaviors that are associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.
7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
7.3 Understand the need to adapt to varied roles and responsibilities.
7.4 Understand that individual actions can affect the larger community.

8.0 *Ethics and Legal Responsibilities*

Students understand professional, ethical, and legal behavior that is consistent with applicable laws, regulations, and organizational norms:

8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.
8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.
8.3 Understand the role of personal integrity and ethical behavior in the workplace.

9.0 *Leadership and Teamwork*

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
9.2 Understand the ways in which preprofessional associations, such as SkillsUSA, competitive career development activities, and enhancement of academic skills promote career choices and contribute to employability.

9.3 Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.
9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
9.6 Understand how to organize, conduct, lead, and participate in student-centered activities and events through student-based organizations.

10.0 *Technical Knowledge and Skills*

Students understand the essential knowledge and skills common to all pathways in the Engineering and Design sector:

10.1 Use and maintain industrial and technological products and systems.
10.2 Understand the importance of technical and computer-aided technologies essential to the language of the Engineering and Design sector.
10.3 Understand how to use, adjust, maintain, and troubleshoot the equipment and tools of the Engineering and Design sector in a safe, effective, and efficient manner.
10.4 Acquire, store, allocate, and use materials and space efficiently.
10.5 Understand the role of the Engineering and Design sector industries in the California economy.
10.6 Understand and apply the appropriate use of quality control systems and procedures.
10.7 Understand the need and process to obtain and maintain industry-standard, technical certifications and affiliations with professional organizations, including the American Society for Engineering Education, the Accreditation Board for Engineering and Technology, and the American Society of Civil Engineers.
10.8 Understand the need to obtain and maintain industry-standard, technical certifications significant to an industry sector.

11.0 *Demonstration and Application*

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

Pathway Standards

A. Architectural and Structural Engineering Pathway

The Architectural and Structural Engineering Pathway provides learning opportunities for students interested in preparing for careers in such areas as architecture, industrial design, and civil engineering.

A1.0 Students understand the ways in which architecture is shaped by history and know significant events in the history of structural engineering:

A1.1 Know significant historical architectural and structural projects and their effects on society.
A1.2 Understand the development of architectural and structural systems in relation to aesthetics, efficiency, and safety.

A2.0 Students understand the theoretical, practical, and contextual issues that influence design:

- A2.1 Understand the ways in which sociocultural conditions and issues influence architectural design.
- A2.2 Understand the theoretical and practical effects of human and physical factors as well as cost analysis on the development of architectural designs.
- A2.3 Use the necessary equipment for producing an architectural design and the methods and techniques for employing that equipment appropriately.
- A2.4 Use freehand graphic communication skills to represent conceptual ideas, analysis, and design concepts.

A3.0 Students understand the relationship between architecture and the external environment:

- A3.1 Understand the influence of community context and zoning requirements on architectural design.
- A3.2 Develop a site analysis that considers passive energy techniques, sustainability issues, and landscaping.
- A3.3 Develop a preliminary proposal for a simulated architectural design.
- A3.4 Develop a complete set of architectural plans and drawings.

A4.0 Students understand the mechanics and properties of structural materials:

- A4.1 Understand the integration of architectural factors, such as soil mechanics, foundation design, engineering materials, and structure design.
- A4.2 Understand various forces that bear on and within structures, including axial force, shear, torsion, and moment.
- A4.3 Know the various components of structures, including lighting; heating, ventilating, and air-conditioning (HVAC); mechanical; electrical; plumbing; communication; security; and vertical transportation systems.
- A4.4 Develop a stress analysis chart of a typical structural component.
- A4.5 Evaluate available building materials (e.g., steel and wood) by considering their properties and their effect on building form.
- A4.6 Develop a preliminary building plan by using the appropriate materials.

A5.0 Students understand methods used to analyze simple structures:

- A5.1 Understand load transfer mechanisms.
- A5.2 Understand stress-strain relationships of building structures.
- A5.3 Understand structural design considerations, including load-bearing relationships of shear walls, columns, and beams.
- A5.4 Design a simple structure by using structural analysis principles.

A6.0 Students understand the use of computer-aided drafting and design (CADD) in developing architectural designs:

- A6.1 Know various CADD programs that are commonly used in architectural design.
- A6.2 Use CADD software to develop a preliminary architectural proposal.

A7.0 Students understand how to systematically complete an architectural project:

- A7.1 Develop, read, and understand architectural and construction plans, drawings, diagrams, and specifications.
- A7.2 Estimate the materials needed for a project by reading an architectural drawing.

A7.3 Plan the sequence of events leading to an architectural project.
A7.4 Develop a process to record the progress of a project.

A8.0 Students understand the methods of creating both written and digital portfolios:

A8.1 Develop a binder of representative student work for presentation.
A8.2 Produce a compact disc, Web site, or other digital-media portfolio.
A8.3 Give an effective oral presentation of a portfolio.

A9.0 Students understand the effective use of architectural and structural equipment:

A9.1 Use the methods and techniques for employing all architectural and structural equipment appropriately.
A9.2 Apply conventional architectural and structural processes and procedures accurately, appropriately, and safely.
A9.3 Apply the concepts of architectural and structural engineering to the tools, equipment, projects, and procedures of the Architectural and Structural Engineering Pathway.

B. Computer Hardware, Electrical, and Networking Engineering Pathway

The Computer Hardware, Electrical, and Networking Engineering Pathway provides learning opportunities for students interested in preparing for careers in the assembly, manufacturing, programming, design, production, and maintenance of information technology, computer, telecommunications, and networking systems.

B1.0 Students know how to communicate and interpret information clearly in industry-standard visual and written formats:

B1.1 Understand the classification and use of various electronic components, symbols, abbreviations, and media common to electronic drawings.
B1.2 Plan, prepare, and interpret mechanical, civil, chemical, and electrical sketches and drawings.
B1.3 Know the current industry standards for illustration and layout.
B1.4 Understand, organize, and complete network diagrams by using information collected from detail drawings.
B1.5 Draw flat layouts of a variety of objects by using the correct drafting tools, techniques, and media.
B1.6 Prepare reports and data sheets for writing specifications.

B2.0 Students understand the telecommunications systems, such as electromagnetic, fiber optic, and digital, that apply to the transmission of data:

B2.1 Understand how to confirm operating parameters, apply test procedures, make necessary adjustments, and assemble the components of a telecommunications system or subsystem.
B2.2 Understand how to plan, install, and maintain copper and fiber optic cabling for telecommunication systems.
B2.3 Test and maintain wireless communications components and systems.
B2.4 Understand how to safely operate various data networking and telecommunications systems.

B3.0 Students know the fundamentals of the theory, measurement, control, and applications of electrical energy, including alternating and direct currents:

- B3.1 Analyze relationships between voltage, current, resistance, and power related to direct current (DC) circuits.
- B3.2 Understand the characteristics of alternating current (AC) and how AC is generated; the characteristics of the sine wave; the basic characteristics of AC circuits, tuned circuits, and resonant circuits; and the nature of the frequency spectrum.
- B3.3 Calculate, construct, measure, and interpret both AC and DC circuits.
- B3.4 Understand the fabrication processes and how they are applied in the electronics industry.
- B3.5 Use appropriate electronic instruments to analyze, repair, or measure electrical and electronic systems, circuits, or components.
- B3.6 Analyze and predict the effects of circuit conditions on the basis of measurements and calculations of voltage, current, resistance, and power.

B4.0 Students understand computer systems and solve computer-related problems from an engineering perspective:

- B4.1 Understand how to design and assemble systems that use computer programs to interact with hardware.
- B4.2 Install and configure esssential computer hardware and software components.
- B4.3 Understand the ethical issues in computer engineering.
- B4.4 Know the function and interaction of basic computer components and peripherals.
- B4.5 Understand the relationship among computer hardware, networks, and operating systems.
- B4.6 Understand the process of assembling, testing, and troubleshooting computer equipment and systems.
- B4.7 Use utility software and test equipment efficiently to diagnose and correct problems.

B5.0 Students understand the design process and how to solve analysis and design problems:

- B5.1 Understand the steps in the design process.
- B5.2 Determine what information and principles are relevant to a problem and its analysis.
- B5.3 Choose between alternate solutions in solving a problem and be able to justify the choices made in determining a solution.
- B5.4 Translate word problems into mathematical statements when appropriate.
- B5.5 Understand the process of incorporating multiple details into a single solution.
- B5.6 Build a prototype from plans and test it.
- B5.7 Evaluate and redesign a prototype on the basis of collected test data.

B6.0 Students understand the principles of data systems networking (e.g., design, configuration, topology, and implementation):

- B6.1 Understand the terminology used in the design, assembly, configuration, and implementation of data systems networks.

B6.2 Know the fundamental elements of the major networking models established by the industry standards of recognized organizations (e.g., the Open System Interconnect [OSI] or transmission-control/Internet protocol [TCP/IP] models).
B6.3 Know how data are carried through the most common network media.
B6.4 Understand the composition and function of the various networks, including local area networks (LANs), medium area networks (MANs), and wide area networks (WANs).
B6.5 Use the major routing and addressing protocols used in networking.
B6.6 Understand the characteristics, advantages, and disadvantages of the various networking presentation functions (e.g., data formatting, data encryption, and data compression).
B6.7 Know the characteristics of networking hardware and applications and the methods to implement them.
B6.8 Design and document data systems networks.

B7.0 Students understand how to define a network security plan:

B7.1 Know the common potential threats to networks and ways to neutralize them.
B7.2 Know the main functions of and installation protocols for firewalls, virus detection software, and other security measures.
B7.3 Upgrade and patch operating systems as necessary.
B7.4 Define and configure firewalls.
B7.5 Detect and remove virus and worm threats.
B7.6 Use a management plan to develop an acceptable-use policy.

B8.0 Students understand fundamental automation modules and know how to set up simple systems to complete preprogrammed tasks:

B8.1 Use appropriate tools and technology to install equipment, assemble hardware, perform tests, collect data, analyze relationships, and display data in a simulated or modeled automated system.
B8.2 Understand the use of sensors for data collection and process correction in an automated system.
B8.3 Understand how to program a computing device to control an automated system or process.

B9.0 Students understand the effective use of computer and networking equipment:

B9.1 Use methods and techniques for employing all computer and networking equipment appropriately.
B9.2 Apply conventional computer and networking processes and procedures accurately, appropriately, and safely.
B9.3 Apply the concepts of computer and networking equipment to the tools, equipment, projects, and procedures of the Computer Hardware, Electrical, and Networking Engineering Pathway.

C. Engineering Design Pathway

The Engineering Design Pathway provides learning opportunities for students interested in preparing for careers in the design and production of visual communications. The students plan,

prepare, and interpret drawings and models through traditional drafting or computer-aided drafting and design (CADD) techniques.

C1.0 Students recognize historical and current events related to engineering design and their effects on society:

- C1.1 Know historical and current events that have relevance to engineering design.
- C1.2 Understand the development of graphic language in relation to engineering design.

C2.0 Students understand the effective use of engineering design equipment:

- C2.1 Use methods and techniques for employing all engineering design equipment appropriately.
- C2.2 Apply conventional engineering design processes and procedures accurately, appropriately, and safely.
- C2.3 Apply the concepts of engineering design to the tools, equipment, projects, and procedures of the Engineering Design Pathway.

C3.0 Students understand measurement systems as they apply to engineering design:

- C3.1 Know how the various measurement systems are used in engineering drawings.
- C3.2 Understand the degree of accuracy necessary for engineering design.

C4.0 Students use proper projection techniques to develop orthographic drawings:

- C4.1 Understand the commands and concepts necessary for producing drawings through traditional or computer-aided means.
- C4.2 Understand the orthographic projection process for developing multiview drawings.
- C4.3 Understand the various techniques for viewing objects.
- C4.4 Use the concepts of geometric construction in the development of design drawings.
- C4.5 Apply pictorial drawings derived from orthographic multiview drawings and sketches and from a solid modeler.

C5.0 Students know various object-editing techniques and CADD programs:

- C5.1 Understand the commands and concepts necessary for editing engineering drawings.
- C5.2 Know the various object-altering techniques.
- C5.3 Know the CADD components and the operational functions of CADD systems.
- C5.4 Apply two-dimensional and three-dimensional CADD operations in creating working and pictorial drawings, notes, and notations.
- C5.5 Understand how to determine properties of drawing objects.

C6.0 Students understand and apply proper dimensioning to drawings:

- C6.1 Know a variety of drafting applications and understand the proper dimensioning styles for each.
- C6.2 Apply dimensioning to various objects and features.
- C6.3 Edit a dimension by using various editing methods.

C7.0 Students understand sectional view applications and functions:

C7.1 Understand the function of sectional views.
C7.2 Use a sectional view and appropriate cutting planes to clarify hidden features of an object.

C8.0 Students understand the tolerance relationships between mating parts:

C8.1 Understand what constitutes mating parts in engineering design.
C8.2 Use tolerancing in an engineering drawing.
C8.3 Interpret geometric tolerancing symbols in a drawing.

C9.0 Students understand the methods of inserting text into a drawing:

C9.1 Understand the processes of lettering and text editing.
C9.2 Develop drawings using notes and specifications.
C9.3 Understand the methods of title block creation.

C10.0 Students understand the sketching process used in concept development:

C10.1 Understand the process of producing proportional two- and three-dimensional sketches and designs.
C10.2 Use sketching techniques as they apply to a variety of architectural and engineering models.
C10.3 Use freehand graphic communication skills to represent conceptual ideas, analysis, and design concepts.

C11.0 Students understand the methods of creating both written and digital portfolios:

C11.1 Develop a binder of representative student work for presentation.
C11.2 Produce a compact disc, Web site, or other digital-media portfolio.
C11.3 Know how to give an effective oral presentation of a portfolio.

D. Engineering Technology Pathway

The Engineering Technology Pathway provides learning opportunities for students interested in preparing for careers in the design, production, and maintenance of mechanical, telecommunications, electrical, electronics, and electromechanical products and systems.

D1.0 Students know how to communicate and interpret information clearly in industry-standard visual and written formats:

D1.1 Understand the classification and use of various electronic components, symbols, abbreviations, and media common to electronic drawings.
D1.2 Understand, organize, and complete an assembly drawing by using information collected from detailed drawings.
D1.3 Know the current industry standards for illustration and layout.
D1.4 Draw flat layouts of a variety of objects by using the correct drafting tools, techniques, and media.
D1.5 Prepare reports and data sheets for writing specifications.

D2.0 Students understand telecommunications systems, such as electromagnetic, fiber optic, and digital, that apply to the transmission of data:

D2.1 Assemble the components of a telecommunications system or subsystem, including confirming operating parameters, applying test procedures, and making necessary adjustments.
D2.2 Plan, install, and maintain copper and fiber optic cabling for telecommunications systems.
D2.3 Test and maintain wireless communications components and systems.
D2.4 Understand how to safely operate various data networking and telecommunications systems.

D3.0 Students know the fundamentals of the theory, measurement, control, and applications of electrical energy, including alternating and direct currents:

D3.1 Analyze relationships between voltage, current, resistance, and power related to direct current (DC) circuits.
D3.2 Understand the characteristics of alternating current (AC) and how it is generated; the characteristics of the sine wave; the basic characteristics of AC circuits, tuned circuits, and resonant circuits; and the nature of the frequency spectrum.
D3.3 Calculate, construct, measure, and interpret both AC and DC circuits.
D3.4 Use appropriate electronic instruments to analyze, repair, or measure electrical and electronic systems, circuits, or components.
D3.5 Analyze and predict the effects of circuit conditions on the basis of measurements and calculations of voltage, current, resistance, and power.
D3.6 Classify and use various electrical components, symbols, abbreviations, media, and standards of electrical drawings.
D3.7 Understand how electrical control and protection devices are used in electrical systems.
D3.8 Calculate loads, currents, and circuit-operating parameters.

D4.0 Students understand how the principles of force, work, rate, power, energy, and resistance relate to mechanical, electrical, fluid, and thermal engineering systems:

D4.1 Understand scalars and vectors.
D4.2 Solve problems by using the concept of vectoring to predict the resultant forces.
D4.3 Know the six simple machines and their applications.
D4.4 Know how energy is transferred; know the effects of resistance in mechanical, electrical, fluid, and thermal systems.
D4.5 Solve problems by using the appropriate units applied in mechanical, electrical, fluid, and thermal engineering systems.

D5.0 Students understand the design process and how to solve analysis and design problems:

D5.1 Understand the steps in the design process.
D5.2 Determine what information and principles are relevant to a problem and its analysis.
D5.3 Choose between alternate solutions in solving a problem and be able to justify the choices made in determining a solution.
D5.4 Translate word problems into mathematical statements when appropriate.
D5.5 Understand the process of developing multiple details into a single solution.

D5.6 Build a prototype from plans and test it.
D5.7 Evaluate and redesign a prototype on the basis of collected test data.

D6.0 Students understand industrial engineering processes, including the use of tools and equipment, methods of measurement, and quality assurance:

D6.1 Know the common structure and processes of a quality assurance cycle.
D6.2 Understand the major manufacturing processes.
D6.3 Use tools, fasteners, and joining systems employed in selected engineering processes.
D6.4 Estimate and measure the size of objects in both Standard International and United States units.
D6.5 Calibrate and measure objects by using precision measurement tools and instruments.

D7.0 The students understand the concepts of physics that are fundamental to engineering technology:

D7.1 Understand Newton's laws and how they affect and define the movement of objects.
D7.2 Understand how the laws of conservation of energy and momentum provide a way to predict and describe the movement of objects.
D7.3 Analyze the fundamentals and properties of waveforms and how waveforms may be used to carry energy.
D7.4 Understand how electric and magnetic phenomena are related and know common practical applications.

D8.0 Students will understand computer systems and solve computer-related problems from an engineering perspective:

D8.1 Understand how to design systems that use computer programs to interact with hardware.
D8.2 Install and configure the main computer hardware and software components.
D8.3 Understand the ethical issues in computer engineering.
D8.4 Know the function and interaction of basic computer components and peripherals.
D8.5 Understand the relationship among computer hardware, networks, and operating systems.
D8.6 Understand the process of testing and troubleshooting computer equipment and systems.
D8.7 Use utility software efficiently to diagnose and correct problems.

D9.0 Students understand fundamental automation modules and are able to develop systems that complete preprogrammed tasks:

D9.1 Use appropriate tools and technology to perform tests, collect data, analyze relationships, and display data in a simulated or modeled automated system.
D9.2 Understand the use of sensors for data collection and process correction in an automated system.
D9.3 Program a computing device to control an automated system or process.

D9.4 Use motors, solenoids, and similar devices as output mechanisms in automated systems.

D9.5 Assemble input, processing, and output devices to create an automated system capable of accurately completing a preprogrammed task.

D10.0 Students understand the fundamentals of systems and products as they are developed and released to production and marketing:

D10.1 Understand the process of product development.

D10.2 Understand charting and the use of graphic tools in illustrating the development of a product and the processes involved.

D11.0 Students understand the effective use of engineering technology equipment:

D11.1 Use methods and techniques for employing all engineering technology equipment appropriately.

D11.2 Apply conventional engineering technology processes and procedures accurately, appropriately, and safely.

D11.3 Apply the concepts of engineering technology to the tools, equipment, projects, and procedures of the Engineering Technology Pathway.

E. Environmental and Natural Science Engineering Pathway

The Environmental and Natural Science Engineering Pathway provides students with the opportunity to prepare for careers in the environmental and natural sciences. They learn to design and develop processes, equipment, and systems that are used to create, monitor, prevent, or correct environmental events and conditions.

E1.0 Students know how to communicate and interpret information clearly in industry-standard visual and written formats:

E1.1 Understand the classification and use of various electronic components, symbols, abbreviations, and media common to electronic drawings.

E1.2 Know the current industry standards for illustration and layout.

E1.3 Organize and complete site plans.

E2.0 Students study and understand the fundamentals of earth science as they relate to environmental engineering:

E2.1 Classify the three major groups of rocks according to their origin on the basis of texture and mineral composition.

E2.2 Analyze the importance and use of soil, and how soil may be preserved and conserved.

E2.3 Know how to assess and evaluate geological hazards.

E2.4 Understand how to read, interpret, and evaluate topographical maps and images.

E2.5 Use global positioning systems equipment and related technology to locate and evaluate soil or geological conditions or features.

E2.6 Analyze soil erosion and identify the causes.

E2.7 Know the fundamental stages of geochemical cycles.

E2.8 Understand the effects of pollution on hydrological features.

E3.0 Students understand the effects of the weather, the hydrosphere, and the atmosphere on the environment:

- E3.1 Understand the effects of weather fronts on regional air pollution.
- E3.2 Know the common causes of atmospheric contamination.
- E3.3 Analyze atmospheric pressure and weather systems.
- E3.4 Know the major systems used to monitor, analyze, and predict conditions of meteorological events.
- E3.5 Analyze the mechanisms for air mass movement.
- E3.6 Understand the relationship between the health of the marine environment and climate control.
- E3.7 Understand the effects of human activity on the atmospheric environment.

E4.0 Students understand how the principles of force, work, rate, power, energy, and resistance relate to mechanical, electrical, fluid, and thermal engineering systems:

- E4.1 Understand scalars and vectors.
- E4.2 Solve problems by using the concept of vectoring to predict the resultant forces.
- E4.3 Know the six simple machines and their applications.
- E4.4 Know how energy is transferred and the effects of resistance in mechanical, electrical, fluid, and thermal systems.
- E4.5 Solve problems by using the appropriate units applied in mechanical, electrical, fluid, and thermal engineering systems.

E5.0 Students understand the design process and how to solve analysis and design problems:

- E5.1 Understand the steps in the design process.
- E5.2 Determine what information and principles are relevant to a problem and its analysis.
- E5.3 Choose between alternate solutions in solving a problem and be able to justify choices in determining a solution.
- E5.4 Translate word problems into mathematical statements when appropriate.
- E5.5 Understand the process of developing multiple details into a single solution.
- E5.6 Build a prototype from plans and test it.
- E5.7 Evaluate and redesign a prototype on the basis of collected test data.

E6.0 Students understand the concepts of physics that are fundamental to engineering technology:

- E6.1 Understand Newton’s laws and how they effect and define the movement of objects.
- E6.2 Understand how the laws of conservation of energy and momentum provide a way to predict and describe the movement of objects.
- E6.3 Analyze the fundamentals and properties of waveforms and how waveforms may be used to carry energy.
- E6.4 Understand how electric and magnetic phenomena are related and know common practical applications.

E7.0 Students understand how computer hardware and software are combined to create systems and process information and data:

E7.1 Use computer programs to interact with sensors and monitor equipment.
E7.2 Install and configure the main computer hardware and software components.
E7.3 Understand ethical issues in computer engineering.
E7.4 Know the function and interaction of basic computer components and peripherals.
E7.5 Understand the relationship among computer hardware, networks, and operating systems.
E7.6 Understand the process of testing and troubleshooting computer equipment and systems.
E7.7 Use utility software efficiently to diagnose and correct problems.

E8.0 Students understand fundamental automation modules and know how to set up simple systems that will complete preprogrammed tasks:

E8.1 Use appropriate tools and technology to perform tests, collect data, analyze relationships, and display data in a simulated or modeled automated system.
E8.2 Understand the use of sensors for data collection and process correction in an automated system.
E8.3 Understand how to program a computing device to control an automated system or process.
E8.4 Assemble input, processing, and output devices to create an automated system that is capable of accurately completing a preprogrammed task.

E9.0 Students understand the effective use of environmental and natural science equipment:

E9.1 Use methods and techniques for employing environmental and natural science equipment appropriately.
E9.2 Apply conventional environmental and natural science processes and procedures accurately, appropriately, and safely.
E9.3 Apply the concepts of environmental and natural science to the tools, equipment, projects, and procedures of the Environmental and Natural Science Engineering Pathway.

Fashion and Interior Design Industry Sector
Model Curriculum Standards

Fashion and Interior Design Career Pathways

Fashion Design, Manufacturing, and Merchandising

Interior Design, Furnishings, and Maintenance

The Fashion and Interior Design sector contains two career pathways: Fashion Design, Manufacturing, and Merchandising; and Interior Design, Furnishings, and Maintenance. To meet the growing needs of this industry, the career pathways prepare students with the knowledge, skills, and attitude necessary to pursue related careers and succeed in entry-level positions or pursue additional postsecondary education and training for technical and professional-level positions. The pathways include introductory standards for Consumer and Family Studies that lead to the other pathway standards. The standards are designed to integrate academic concepts with career technical concepts. Key components of the pathways support classroom and laboratory instruction or supervised work-based learning experiences and leadership development.

Foundation Standards

1.0 *Academics*

Students understand the academic content required for entry into postsecondary education and employment in the Fashion and Interior Design sector:

1.1 *Mathematics:*

Specific applications of number sense (grade seven)

(1.1) Read, write, and compare rational numbers in scientific notation (positive and negative powers of 10) with approximate numbers using scientific notation.

(1.2) Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.

(1.3) Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.

(1.4) Differentiate between rational and irrational numbers.

(1.5) Know that every rational number is either a terminating or repeating decimal and be able to convert terminating decimals into reduced fractions.

(1.6) Calculate the percentage of increases and decreases of a quantity.

(1.7) Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.

Specific applications of Algebra I (grades eight through twelve)

(1.1) Students use properties of numbers to demonstrate whether assertions are true or false.

(13.0) Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.

(24.1) Students explain the difference between inductive and deductive reasoning and identify and provide examples of each.

(24.2) Students identify the hypothesis and conclusion in logical deduction.

(24.3) Students use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.

Specific applications of geometry (grades eight through twelve)

(8.0) Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.

1.2 *Science:*

Specific applications of investigation and experimentation (grades nine through twelve)

(1.a) Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.

(1.d) Formulate explanations by using logic and evidence

(1.m) Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

Specific applications of chemistry (grades nine through twelve)

Atomic and Molecular Structure

(1.a) Students know how to relate the position of an element in the periodic table to its atomic number and atomic mass.

(1.b) Students know how to use the periodic table to identify metals, semimetals, nonmetals, and halogens.

(1.c) Students know how to use the periodic table to identify alkali metals, alkaline earth metals and transition metals, trends in ionization energy, electronegativity, and the relative sizes of ions and atoms.

(1.d) Students know how to use the periodic table to determine the number of electrons available for bonding.

(1.e) Students know the nucleus of the atom is much smaller than the atom yet contains most of its mass.

(1.f) Students know how to use the periodic table to identify the lanthanide, actinide, and transactinide elements and know that the transuranium elements were synthesized and identified in laboratory experiments through the use of nuclear accelerators.

(1.g) Students know how to relate the position of an element in the periodic table to its quantum electron configuration and to its reactivity with other elements in the table.

(1.h) Students know the experimental basis for Thomson's discovery of the electron, Rutherford's nuclear atom, Millikan's oil drop experiment, and Einstein's explanation of the photoelectric effect.

(1.i) Students know the experimental basis for the development of the quantum theory of atomic structure and the historical importance of the Bohr model of the atom.

(1.j) Students know that spectral lines are the result of transitions of electrons between energy levels and that these lines correspond to photons with a frequency related to the energy spacing between levels by using Planck's relationship ($E = hv$).

Chemical Bonds

(2.a) Students know atoms combine to form molecules by sharing electrons to form covalent or metallic bonds or by exchanging electrons to form ionic bonds.

(2.b) Students know chemical bonds between atoms in molecules such as H^2, CH^4, NH^3, H^2CCH^2, N^2, Cl^2, and many large biological molecules are covalent.

(2.c) Students know salt crystals, such as NaCl, are repeating patterns of positive and negative ions held together by electrostatic attraction.

(2.d) Students know the atoms and molecules in liquids move in a random pattern relative to one another because the intermolecular forces are too weak to hold the atoms or molecules in a solid form.

(2.e) Students know how to draw Lewis dot structures.

(2.f) Students know how to predict the shape of simple molecules and their polarity from Lewis dot structures.

(2.g) Students know how electronegativity and ionization energy relate to bond formation.

(2.h) Students know how to identify solids and liquids held together by van der Waals forces or hydrogen bonding and relate these forces to volatility and boiling/melting point temperatures.

Acids and Bases

(5.a) Students know the observable properties of acids, bases, and salt solutions.

(5.b) Students know acids are hydrogen-ion-donating and bases are hydrogen-ion accepting substances.

(5.c) Students know strong acids and bases fully dissociate and weak acids and bases partially dissociate.

(5.d) Students know how to use the pH scale to characterize acid and base solutions.

(5.e) Students know the Arrhenius, Brønsted-Lowry, and Lewis acid–base definitions.

(5.f) Students know how to calculate pH from the hydrogen-ion concentration.

(5.g) Students know buffers stabilize pH in acid–base reactions.

Organic Chemistry and Biochemistry

(10.a) Students know large molecules (polymers), such as proteins, nucleic acids, and starch, are formed by repetitive combinations of simple subunits.

(10.b) Students know the bonding characteristics of carbon that result in the formation of a large variety of structures ranging from simple hydrocarbons to complex polymers and biological molecules.

(10.c) Students know amino acids are the building blocks of proteins.

(10.d) Students know the system for naming the ten simplest linear hydrocarbons and isomers that contain single bonds, simple hydrocarbons with double and triple bonds, and simple molecules that contain a benzene ring.

(10.e) Students know how to identify the functional groups that form the basis of alcohols, ketones, ethers, amines, esters, aldehydes, and organic acids.

(10.f) Students know the R-group structure of amino acids and know how they combine to form the polypeptide backbone structure of proteins.

1.3 *History–Social Science:*

Specific applications of chronological and spatial thinking (grades nine through twelve)

(1) Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

(2) Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.

Specific applications of historical interpretation (grades nine through twelve)

(1) Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

Specific applications of world history, culture, and geography (grade ten)

(10.11) Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).

Specific applications of United States history and geography (grade eleven)

(11.8.7) Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.

Specific applications of principles of economics (grade twelve)

(12.1.1) Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on the development of American government.

(12.1.2) Discuss the character of American democracy and its promise and perils as articulated by Alexis de Tocqueville.

(12.1.3) Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as "self-evident truths."

(12.1.4) Explain how the Founding Fathers' realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the *Federalist Papers.*

(12.1.5) Describe the systems of separated and shared powers, the role of organized interests (Federalist *Paper Number 10),* checks and balances (Federalist *Paper Number 51),* the importance of an independent judiciary (Federalist *Paper Number 78),* enumerated powers, rule of law, federalism, and civilian control of the military.

(12.1.6) Understand that the Bill of Rights limits the powers of the federal government and state governments.

(12.2.1) Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).

(12.2.2) Explain how economic rights are secured and their importance to the individual and to society (e.g., the right to acquire, use, transfer, and dispose of property; right to choose one's work; right to join or not join labor unions; copyright and patent).

(12.2.3) Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes.

(12.2.4) Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.

(12.2.5) Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.

(12.2.6) Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).

(12.3.1) Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.

(12.3.2) Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.

(12.3.3) Discuss the historical role of religion and religious diversity.

(12.3.4) Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.

(12.4.1) Discuss Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law.

(12.4.2) Explain the process through which the Constitution can be amended.

(12.4.3) Identify their current representatives in the legislative branch of the national government.

(12.4.4) Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers.

(12.4.5) Discuss Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the Supreme Court.

(12.4.6) Explain the processes of selection and confirmation of Supreme Court justices.

(12.6.1) Analyze the origin, development, and role of political parties, noting those occasional periods in which there was only one major party or were more than two major parties.

(12.6.2) Discuss the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections.

(12.6.3) Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding.

(12.6.4) Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, running for political office).

(12.6.5) Discuss the features of direct democracy in numerous states (e.g., the process of referendums, recall elections).

(12.6.6) Analyze trends in voter turnout; the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the rights of minorities; and the function of the Electoral College.

2.0 *Communications*

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contents:

2.1 *Reading:*

Specific applications of English–language arts (grades nine and ten)

(2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

(2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

(2.3) Generate relevant questions about readings on issues that can be researched.

(2.7) Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

Specific applications of English–language arts (grades eleven and twelve)

(2.3) Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

2.2 *Writing:*

Specific applications of English–language arts (grades nine and ten)

(1.3) Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.

(1.5) Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).

(2.3.) Write expository compositions, including analytical essays and research reports:

a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
b. Convey information and ideas from primary and secondary sources accurately and coherently.
c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
e. Anticipate and address readers' potential misunderstandings, biases, and expectations.

f. Use technical terms and notations accurately.

(2.5.) Write business letters:

a. Provide clear and purposeful information and address the intended audience appropriately.
b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
c. Highlight central ideas or images.
d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.

(2.6) Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):

a. Report information and convey ideas logically and correctly.
b. Offer detailed and accurate specifications.
c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
d. Anticipate readers' problems, mistakes, and misunderstandings.

Specific applications of English–language arts (grades eleven and twelve)

(1.5) Use language in natural, fresh, and vivid ways to establish a specific tone.

(1.6) Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

(2.5) Write job applications and resumes:

a. Provide clear and purposeful information and address the intended audience appropriately.
b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
c. Modify the tone to fit the purpose and audience.
d. Follow the conventional style for that type of document (e.g., resume, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

2.3 *Listening and Speaking:*

Specific applications of English–language arts (grades nine and ten)

(2.2.) Deliver expository presentations:

a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
b. Convey information and ideas from primary and secondary sources accurately and coherently.
c. Make distinctions between the relative value and significance of specific data, facts, and ideas.

d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.
f. Use technical terms and notations accurately.

Specific applications of English–language arts (grades eleven and twelve)

(2.4.) Deliver multimedia presentations:

a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
b. Select an appropriate medium for each element of the presentation.
c. Use the selected media skillfully, editing appropriately and monitoring for quality.
d. Test the audience's response and revise the presentation accordingly.

2.3 Understand the importance of effective nonverbal, oral, and written communication skills in obtaining and keeping a job.

2.4 Use appropriate communication skills, appropriate vocabulary, and the specialized terminology of the industry.

2.5 Understand verbal and nonverbal communication and respond appropriately.

2.6 Understand trends and new ideas by reading and interpreting the professional literature of the fashion and interior design industry.

3.0 *Career Planning and Management*

Students understand how to make effective decisions, use career information, and manage personal career plans:

3.1 Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers.
3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.
3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.
3.6 Know key strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and portfolio preparation.

4.0 *Technology*

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.
4.2 Understand the use of technological resources to access, manipulate, and produce information, products, and services.
4.3 Understand the influence of current and emerging technology on selected segments of the economy.
4.4 Use appropriate technology in the chosen career pathway.

5.0 *Problem Solving and Critical Thinking*

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:

5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
5.2 Understand the universal, systematic problem-solving model that incorporates input, process, outcome, and feedback components.
5.3 Use critical thinking skills to make informed decisions and solve problems.
5.4 Understand how individuals apply decision-making skills to achieve balance in the multiple roles of personal, work, and community life.

6.0 *Health and Safety*

Students understand health and safety policies, procedures, regulations, and practices, including equipment and hazardous material handling:

6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
6.2 Understand critical elements for health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.

7.0 *Responsibility and Flexibility*

Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.
7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
7.3 Understand the need to adapt to varied roles and responsibilities.
7.4 Understand that individual actions can affect the larger community.

8.0 *Ethics and Legal Responsibilities*

Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

8.1 Know major local, district, state, and federal regulatory agencies and entities that affect industry and how they enforce laws and regulations.
8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.

8.3 Understand the role of personal integrity and ethical behavior in the workplace.

9.0 *Leadership and Teamwork*

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
9.2 Understand the ways in which preprofessional associations, such as FHA-HERO, and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
9.3 Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.
9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

10.0 *Technical Knowledge and Skills (Consumer and Family Studies)*

Students understand the essential knowledge and skills common to all pathways in the Fashion and Interior Design sector:

10.1 Understand how apparel and interior fashions meet social, physical, and psychological needs of individuals and families.
10.2 Understand the elements and principles of design and color theory as they apply to the selection of apparel, furnishings, and housing.
10.3 Understand the historical and cultural influences on apparel, furnishings, and housing.
10.4 Understand the characteristics of different textile fibers, fabrics, and finishes used for apparel and furnishings.
10.5 Understand how to construct, alter, and repair fashion and interior items and accessories through the use of basic construction techniques and equipment.
10.6 Understand the principles of wardrobe planning and maintenance and the factors that influence a person’s apparel budget.
10.7 Understand the factors that influence housing decisions.
10.8 Understand factors influencing the selection and care of home furnishings, accessories, and equipment.
10.9 Understand the principles and factors that influence space planning and interior design, including universal access.
10.10 Understand how individuals apply strategies that enable them to manage personal and work responsibilities to enhance productivity in the workplace.
10.11 Assess the factors regarding the individual, the family, and the workplace that influence decisions related to apparel and housing at each stage of the life cycle.
10.12 Understand how knowledge, skills, attitudes, and behaviors learned in consumer and family studies can be transferred to advanced training and education or careers in the Fashion and Interior Design sector.

11.0 *Demonstration and Application*

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

Pathway Standards

A. Fashion Design, Manufacturing, and Merchandising Pathway

The Fashion Design, Manufacturing, and Merchandising Career Pathway focuses on the key aspects of the fashion industry. Students pursuing this career pathway have in-depth, hands-on experiences that focus on industry awareness, the elements and principles of design, the history of fashion, fashion forecasting, textiles and textile products, product knowledge, apparel merchandising, and garment construction.

A1.0 Students understand key aspects of the fashion design, manufacturing, merchandising, and retail industry and the industry's role in local, state, and global economies:

- A1.1 Understand how the various segments of the industry contribute to local, state, national, and international economies.
- A1.2 Know how such resources as periodicals, mass media, and the Internet are used in the industry.
- A1.3 Recognize key legislative, economic, and social trends that affect the industry.

A2.0 Students understand basic operational procedures and regulatory requirements in the fashion design, manufacturing, merchandising, and retail industry:

- A2.1 Know basic operational procedures for all aspects of the industry (e.g., quality control, inventory control, maintenance, storage, security, shipping, receiving, billing, and payment).
- A2.2 Know what constitutes appropriate professional clothing, grooming, and personal hygiene for a variety of professions.
- A2.3 Understand the importance of accurate and thorough documentation to various aspects of the industry.

A3.0 Students understand key principles of effective workforce and organizational management, including the roles and responsibilities of management and employees:

- A3.1 Understand the key outcomes of effective management, such as profitability, productivity, a positive work environment, and client satisfaction.
- A3.2 Understand key workforce management strategies, such as shared responsibilities and negotiation.
- A3.3 Understand the interrelationship and interdependence of management and employees as they relate to workforce productivity.
- A3.4 Understand common organizational procedures and tools, such as business plans, spreadsheets for payroll and inventories, recordkeeping, and communication with consumers.
- A3.5 Understand the effects of various workforce management strategies on employees' actions, attitude, and productivity.
- A3.6 Understand how the use of technology has affected the fashion design, manufacturing, merchandising, and retail industry.

A4.0 Students understand and apply the elements and principles of design in various aspects of the fashion industry:

- A4.1 Understand the elements and principles of design and their interrelationships.
- A4.2 Understand the concept of universal design and relate it to the industry.
- A4.3 Apply the elements and principles of design to designing, marketing, and merchandising.
- A4.4 Understand the fundamentals of color theory and color forecasting.
- A4.5 Use various types of technology in the design process.

A5.0 Students understand the relationship between history and fashion:

- A5.1 Analyze fashion trends in various periods throughout history, and analyze the influences of art and media on fashion.
- A5.2 Understand how fashion and design have been influenced by politics, society, economics, culture, and aesthetics.
- A5.3 Understand how designs and trends have developed and evolved throughout history.
- A5.4 Analyze the ways in which economies, mass production, labor unions, and technology affect the fashion industry.
- A5.5 Understand fashion cycles and the adaptation of historical fashions to current trends.

A6.0 Students understand the characteristics, production, and maintenance of textiles and textile products:

- A6.1 Know the general characteristics and maintenance of various fibers, yarns, fabrics, and finishes.
- A6.2 Know textile manufacturing methods for producing fabrics that are woven, nonwoven, and knit.
- A6.3 Know the characteristics of standard types of print design (e.g., abstract and geometric) and color designs (e.g., tone-on-tone, positive/negative, and monotone).
- A6.4 Know the skills and procedures necessary to create and produce textiles.
- A6.5 Know how technology is used to create various characteristics in textiles.
- A6.6 Understand how copyright laws affect textile design and production.

A7.0 Students understand how trends and color forecasting are used in the development of new lines:

- A7.1 Know the resources available to the fashion industry that provide information on fashion trends and color forecasting.
- A7.2 Research fashion and color trends.
- A7.3 Evaluate forecasting information for usefulness in the analysis of retail trends.
- A7.4 Know the procedures for developing a line (e.g., researching trends and preparing sketches, color plates, and presentation boards).

A8.0 Students understand the principles of pattern making and techniques for draping to produce a pattern for apparel design:

A8.1 Understand flat pattern design, draping techniques, and the use of the basic block.
A8.2 Evaluate the draping qualities of various fabrics.
A8.3 Know how technology is used in pattern making, grading, and marking.
A8.4 Evaluate first-sample garments made from first patterns and determine necessary adjustments.
A8.5 Use pattern specifications for global production.

A9.0 Students understand and apply garment construction skills used in a variety of occupations within the industry:

A9.1 Know the basic process of manufacturing garments.
A9.2 Understand the effects of global sourcing on garment production.
A9.3 Use a variety of equipment, tools, supplies, and software to construct or manufacture garments.
A9.4 Understand how the manufacturing process relates to the cost of producing garments.
A9.5 Understand cost sheets for garments, including manufacturer's costs, markup, and profit margin.
A9.6 Understand common fitting challenges of various figure types and determine related costs.

A10.0 Students understand the skills and procedures necessary for sales and marketing in the fashion industry:

A10.1 Know the factors that contribute to quality customer relations, service, and sales.
A10.2 Evaluate the impact of cultural factors on customers' needs, desires, and satisfaction.
A10.3 Analyze sales and marketing techniques for effectiveness.
A10.4 Know strategies for helping customers select merchandise and recommend related services appropriate to their needs (e.g., budget, personality, figure type, coloring, and personal preference).
A10.5 Know how technology can be used to provide customer service and follow-up.
A10.6 Know basic procedures for sales, exchanges, and returns.

A11.0 Students understand and apply the procedures necessary to produce and maintain interior and exterior store displays:

A11.1 Know the characteristics of effective interior and exterior retail displays.
A11.2 Construct store displays by using various fixtures (e.g., mannequins, shadow boxes, wall and tabletop displays, and props) to convey specific messages (e.g., a store's image, a specific manufacturer's label, a color or fabric story, or a specific event).
A11.3 Understand the theory and practice of merchandise placement on a sales floor.
A11.4 Understand methods of visual merchandising for consumer products on the Internet.

A12.0 Students understand the current laws and worksite policies regarding inventory control and loss prevention:

A12.1 Know the procedures involved in receiving, inspecting, and marking merchandise and distributing it to the selling floor.
A12.2 Know the role of interstore transfers in the general distribution of goods.
A12.3 Know the current laws that affect inventories.
A12.4 Know common inventory loss points and strategies for loss prevention.
A12.5 Analyze how loss prevention affects all profits.

B. Interior Design, Furnishings, and Maintenance Pathway

The Interior Design, Furnishings, and Maintenance Pathway is designed to prepare students for rapidly growing careers in this field. Students pursuing this career pathway study the principles and elements of design, selection, and care of textiles and furnishings; the principles of space planning and interior systems; and the principles of computer-assisted design.

B1.0 Students understand key aspects of the industry and its role in local, state, national, and global economies:

B1.1 Know how the various segments of the industry contribute to local, state, national, and global economies.
B1.2 Know how resources, such as periodicals, mass media, and the Internet, are used in the industry.
B1.3 Recognize key legislative, economic, and social trends that have an impact on the industry.

B2.0 Students understand key operational procedures and laws in the industry:

B2.1 Understand how various factors (e.g., operational costs, markup, and markdown) affect profit.
B2.2 Understand various types of liability, insurance policies, code compliance, service agreements, and contracts.
B2.3 Understand the purpose of the California State Board of Equalization and the function of tax forms and resale numbers.
B2.4 Plan and organize work schedules with a timeline, showing the stages from consultation through installation.
B2.5 Understand how designers determine their fees for services and materials.
B2.6 Prepare and maintain appropriate records, correspondence, and forms as required.

B3.0 Students understand and apply the elements and principles of design to various aspects of the interior design industry:

B3.1 Understand the elements and principles of design and their interrelationships.
B3.2 Understand the concept of universal design and relate it to the industry.
B3.3 Use the elements and principles of design when designing, marketing, and merchandising.
B3.4 Understand the fundamentals of color theory and color forecasting.
B3.5 Use various types of technology in the design process.

B4.0 Students understand the key principles of sales and marketing in the interior design and furnishings industry:

B4.1 Know factors that contribute to quality customer relations, service, and sales.
B4.2 Evaluate the impact of cultural factors on customers' needs, desires, and satisfaction.
B4.3 Analyze sales and marketing techniques for their effectiveness.
B4.4 Know strategies for helping customers select merchandise and recommend to them related services appropriate to their needs.
B4.5 Know how technology can be used to provide customer service and follow-up.
B4.6 Know basic policies and procedures for sales, exchanges, and returns.

B5.0 Students understand and apply key aspects of space planning and characteristics of interior systems:

B5.1 Understand the measurement of interior spaces, including unusually shaped and rounded areas, and how to determine square footage.
B5.2 Interpret blueprints for accuracy and traffic flow and evaluate space for furniture placement and activities.
B5.3 Understand the function and symbols unique to interior systems, such as plumbing, lighting, electrical, ventilation, and heating/air conditioning.
B5.4 Use the correct scale and architectural symbols to draw interior spaces, including placement of doors, windows, and outlets.
B5.5 Analyze space needs on the basis of clients' specifications.

B6.0 Students understand the selection of window, wall, and floor treatments:

B6.1 Estimate costs of materials, fabrication, and installation.
B6.2 Know about a variety of window types, styles, construction, materials, hardware, and their functions as well as compliance with code.
B6.3 Describe the function, appearance, and installation of primary types of window treatments and floor and wall coverings.
B6.4 Know the procedures for tracking and following through on work orders for window, wall, and floor treatments.
B6.5 Know the process for installing window, wall, and floor treatments, including measuring, estimating cost, and tracking and following through on work orders.

B7.0 Students understand the selection of furniture, upholstery and slipcovers, and accessories for residential and commercial interiors:

B7.1 Understand procedures, processes, and labels used for the production of furniture, coverings, and accessories that meet industry standards and codes.
B7.2 Know the primary types of woods, fillers, materials, finishes, and frames.
B7.3 Know the primary types of fabrics, trims, and finishes for various furniture, coverings, and accessories.
B7.4 Understand how ergonomic and anthropometric concepts assist clients in the selection and adaptation of furnishings.
B7.5 Select appropriate furnishings by evaluating the quality, source, function, and vendors' attributes.

B8.0 Students understand and apply key aspects of residential and commercial interior design:

B8.1 Understand space needs on the basis of clients' specifications.

B8.2 Understand the concept of universal design and describe ways in which to meet clients' needs.

B8.3 Understand the importance and process of outlining schedules for completing work and installing appliances and cabinetry.

B9.0 Students understand the fabrication of treatments for windows, walls, floors, and furnishings:

B9.1 Know the appropriate tools and supplies needed to produce window, wall, and floor treatments and coverings.

B9.2 Understand the steps, procedures, and processes necessary for the production of window coverings, furnishings, and accessories.

B9.3 Use appropriate tools (e.g., power and specialty sewing machines and other equipment) for fabrication purposes.

B9.4 Use construction skills and techniques that meet industry standards.

B9.5 Interpret and complete orders by using accepted production methods.

B10.0 Students understand the history and events that have influenced the design of furnishings:

B10.1 Know basic furniture styles from historical periods.

B10.2 Know the characteristics of furnishings that typify various periods throughout history.

B10.3 Analyze recurring historical designs in today's furnishings.

B10.4 Understand how furnishings from a particular period in history were influenced by political, social, economic, and aesthetic conditions.

B10.5 Understand how prosperity, mass production, and technology are related to the economics of the furnishings segment of the industry.

B11.0 Students understand key design concepts that pertain to commercial and residential interior design:

B11.1 Understand the importance of clients' needs to the development of a design concept.

B11.2 Understand the relationship of clients' needs to the development of a design concept.

B11.3 Know the compliance requirements of the Americans with Disabilities Act (e.g., barrier-free elements and safety features) in the planning of residential and commercial designs.

B11.4 Know environmentally friendly and sustainable design concepts that reflect federal guidelines and voluntary standards, such as Leadership in Energy and Environmental Design.

B12.0 Students understand the effective procedures used to clean and maintain residential and commercial environments:

B12.1 Know the various jobs and tasks required to clean and maintain residential and commercial buildings.

B12.2 Know the appropriate cleaning supplies, equipment, and procedures needed to perform a variety of cleaning tasks.

B12.3 Know procedures that prevent damage when cleaning and maintaining residential and commercial areas.

B12.4 Know safety procedures and how to use material safety data sheets for handling, using, storing, and disposing of cleaning supplies, equipment, and hazardous waste materials.

B12.5 Understand the types of services provided by a property-maintenance business.

B12.6 Evaluate service contracts for a variety of cleaning and maintenance services.

Finance and Business Industry Sector
Model Curriculum Standards

Finance and Business Career Pathways

Accounting Services
Banking and Related Services
Business Financial Management

Persons trained in such fields as accounting, banking, and finance will find that their skills are highly marketable. Students master basic accounting principles and procedures before proceeding to the career path specializations. The specializations emphasize concepts of accounting and finance, including computer applications, taxes, investment, and asset management. Because almost every business organization has an accounting component, students with knowledge of accounting will find that opportunities exist in many other career paths in addition to those in finance and business.

Foundation Standards

1.0 *Academics*

Students understand the academic content required for entry into postsecondary education and employment within the Finance and Business sector:

(The standards listed below retain the numbering in parenthesis as specified in the original academic content standards documents.)

1.1 *Mathematics*:

Specific applications of number sense (grade seven)

(1.1) Read, write, and compare rational numbers in scientific notation (positive and negative powers of 10) with approximate numbers using scientific notation.

(1.2) Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.

(1.3) Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.

(1.4) Differentiate between rational and irrational numbers.

(1.5) Know that every rational number is either a terminating or repeating decimal and be able to convert terminating decimals into reduced fractions

(1.6) Calculate the percentage of increases and decreases of a quantity.

(1.7) Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.

Specific applications of mathematical reasoning (grade seven)

(2.1) Use estimation to verify the reasonableness of calculated results.

(2.2) Apply strategies and results from simpler problems to more complex problems.

(2.3) Estimate unknown quantities graphically and solve for them by using logical reasoning and arithmetic and algebraic techniques.

(2.4) Make and test conjectures by using both inductive and deductive reasoning.

(2.5) Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.

(2.6) Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.

(2.7) Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.

(2.8) Make precise calculations and check the validity of the results from the context of the problem.

(3.1) Evaluate the reasonableness of the solution in the context of the original situation.

(3.2) Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.

(3.3) Develop generalizations of the results obtained and the strategies used and apply them to new problem situations.

Specific applications of statistics, data analysis, and probability (grade seven)

(1.1) Know various forms of display for data sets, including a stem-and-leaf plot or box-and-whisker plot; use the forms to display a single set of data or to compare two sets of data.

(1.2) Represent two numerical variables on a scatterplot and informally describe how the data points are distributed and any apparent relationship that exists between the two variables (e.g., between time spent on homework and grade level).

(1.3) Understand the meaning of, and be able to compute, the minimum, the lower quartile, the median, the upper quartile, and the maximum of a data set.

Specific applications of algebra 1 (grades eight through twelve)

(1.1) Students use properties of numbers to demonstrate whether assertions are true or false.

(5.0) Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.

(13.0) Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.

(15.0) Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

(24.1) Students explain the difference between inductive and deductive reasoning and identify and provide examples of each.

(24.2) Students identify the hypothesis and conclusion in logical deduction.

(24.3) Students use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.

(25.1) Students use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions.

(25.2) Students judge the validity of an argument according to whether the properties of the real number system and the order of operations have been applied correctly at each step.

(25.3) Given a specific algebraic statement involving linear, quadratic, or absolute value expressions or equations or inequalities, students determine whether the statement is true sometimes, always, or never.

1.2 *Science:*

Specific applications of investigation and experimentation (grades nine through twelve)

(1.a) Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.

(1.d) Formulate explanations by using logic and evidence.

1.3 *History–Social Science:*

Specific applications of world history, culture, and geography: The modern world (grade ten)

(10.3.5) Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.

Specific applications of United States history and geography: continuity and change in the twentieth century (grade eleven)

(11.11.1) Discuss the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.

(11.11.2) Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy).

(11.11.3) Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.

(11.11.4) Explain the constitutional crisis originating from the Watergate scandal.

(11.11.5) Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.

(11.11.6) Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.

(11.11.7) Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.

Specific applications of principles of American democracy (grade twelve)

(12.1.1) Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on the development of American government.

(12.1.2) Discuss the character of American democracy and its promise and perils as articulated by Alexis de Tocqueville.

(12.1.3) Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as “self-evident truths.”

(12.1.4) Explain how the Founding Fathers' realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the Federalist Papers.

(12.1.5) Describe the systems of separated and shared powers, the role of organized interests (Federalist Paper Number 10), checks and balances (Federalist Paper Number 51), the importance of an independent judiciary (Federalist Paper Number 78), enumerated powers, rule of law, federalism, and civilian control of the military.

(12.1.6) Understand that the Bill of Rights limits the powers of the federal government and state governments.

(12.2.1) Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).

(12.2.2) Explain how economic rights are secured and their importance to the individual and to society (e.g., the right to acquire, use, transfer, and dispose of property; right to choose one's work; right to join or not join labor unions; copyright and patent).

(12.2.3) Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes.

(12.2.4) Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.

(12.2.5) Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.

(12.2.6) Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).

(12.3.1) Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.

(12.3.2) Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.

(12.3.3) Discuss the historical role of religion and religious diversity.

(12.3.4) Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.

Specific applications of principles of economics (grade twelve)

(12.1.1) Examine the causal relationship between scarcity and the need for choices.

(12.1.2) Explain opportunity cost and marginal benefit and marginal cost.

(12.1.3) Identify the difference between monetary and nonmonetary incentives and how changes in incentives cause changes in behavior.

(12.1.4) Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.

(12.1.5) Analyze the role of a market economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith).

(12.2.1) Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.

(12.2.2) Discuss the effects of changes in supply and/ or demand on the relative scarcity, price, and quantity of particular products.

(12.2.3) Explain the roles of property rights, competition, and profit in a market economy.

(12.2.4) Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.

(12.2.5) Understand the process by which competition among buyers and sellers determines a market price.

(12.2.6) Describe the effect of price controls on buyers and sellers.

(12.2.7) Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.

(12.2.8) Explain the role of profit as the incentive to entrepreneurs in a market economy.

(12.2.9) Describe the functions of the financial markets.

(12.2.10) Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.

(12.3.1) Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers' rights.

(12.3.2) Identify the factors that may cause the costs of government actions to outweigh the benefits.

(12.3.3) Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels.

(12.3.4) Understand the aims and tools of monetary policy and their influence on economic activity (e.g., the Federal Reserve).

(12.4.1) Understand the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the mini-mum wage, and unemployment insurance.

(12.4.2) Describe the current economy and labor market, including the types of goods and services produced, the types of skills workers need, the effects of rapid technological change, and the impact of international competition.

(12.4.3) Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.

(12.4.4) Explain the effects of international mobility of capital and labor on the U.S. economy.

(12.5.1) Distinguish between nominal and real data.

(12.5.2) Define, calculate, and explain the significance of an unemployment rate, the number of new jobs created monthly, an inflation or deflation rate, and a rate of economic growth.

(12.5.3) Distinguish between short-term and long-term interest rates and explain their relative significance.

(12.6.1) Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere.

(12.6.2) Compare the reasons for and the effects of trade restrictions during the Great Depression compared with present-day arguments among labor, business, and political leaders over the effects of free trade on the economic and social interests of various groups of Americans.

(12.6.3) Understand the changing role of international political borders and territorial sovereignty in a global economy.

(12.6.4) Explain foreign exchange, the manner in which exchange rates are determined, and the effects of the dollar's gaining (or losing) value relative to other currencies.

2.0 *Communications*

Students understand, manage, create, and deliver effective oral, written, and multimedia communication in a variety of formats and contexts:

2.1 *Reading:*

Specific applications of English–language arts (grades nine and ten)

(2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

(2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

(2.3) Generate relevant questions about readings on issues that can be researched.

(2.6) Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).

(2.7) Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

Specific applications of English–language arts (grades eleven and twelve)

(2.3) Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

2.2 *Writing*:

Specific applications of English–language arts (grades nine and ten)

(1.3) Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.

(1.4) Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).

(1.5) Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).

(1.6) Integrate quotations and citations into a written text while maintaining the flow of ideas.

(1.7) Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., Modern Language Association Handbook, The Chicago Manual of Style).

(1.8) Design and publish documents by using advanced publishing software and graphic programs.

(2.3) Write expository compositions, including analytical essays and research reports:

a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
b. Convey information and ideas from primary and secondary sources accurately and coherently.
c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
e. Anticipate and address readers’ potential misunderstandings, biases, and expectations.
f. Use technical terms and notations accurately.

(2.4) Write persuasive compositions:

a. Structure ideas and arguments in a sustained and logical fashion.
b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
d. Address readers' concerns, counterclaims, biases, and expectations.

(2.5) Write business letters:

a. Provide clear and purposeful information and address the intended audience appropriately.
b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
c. Highlight central ideas or images.

d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.

(2.6) Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):

a. Report information and convey ideas logically and correctly.
b. Offer detailed and accurate specifications.
c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
d. Anticipate readers' problems, mistakes, and misunderstandings.

Specific applications of English–language arts (grades eleven and twelve)

Organization and Focus

(1.1) Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

(1.3) Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

(1.6) Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

(1.7) Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).

(1.8) Integrate databases, graphics, and spreadsheets into word-processed documents.

(2.2) Write responses to literature:

a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

(2.4) Write historical investigation reports:

a. Use exposition, narration, description, argumentation, exposition, or some combination of rhetorical strategies to support the main proposition.
b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.

c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
e. Include a formal bibliography.

(2.5) Write job applications and resumes:

a. Provide clear and purposeful information and address the intended audience appropriately.
b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
c. Modify the tone to fit the purpose and audience.
d. Follow the conventional style for that type of document (e.g., resume, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

(2.6) Deliver multimedia presentations:

a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
b. Select an appropriate medium for each element of the presentation.
c. Use the selected media skillfully, editing appropriately and monitoring for quality.
d. Test the audience's response and revise the presentation accordingly.

2.3 *Listening and Speaking*:

Specific applications of English–language arts (grades nine and ten)

(1.1) Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.

(1.2) Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.

(1.3) Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.

(1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.

(2.3) Apply appropriate interviewing techniques:

a. Prepare and ask relevant questions.
b. Make notes of responses.
c. Use language that conveys maturity, sensitivity, and respect.
d. Respond correctly and effectively to questions.
e. Demonstrate knowledge of the subject or organization.

f. Compile and report responses.
g. Evaluate the effectiveness of the interview.

(2.4) Deliver oral responses to literature:

a. Advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages (i.e., make and support warranted assertions about the text).
b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

(2.5) Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):

a. Structure ideas and arguments in a coherent, logical fashion.
b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).
c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
d. Anticipate and address the listener's concerns and counterarguments.

(2.6) Deliver descriptive presentations:

a. Establish clearly the speaker's point of view on the subject of the presentation.
b. Establish clearly the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement).
c. Use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details.

Specific application of English–language arts (grades eleven and twelve)

(2.4) Deliver multimedia presentations:

a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
b. Select an appropriate medium for each element of the presentation.
c. Use the selected media skillfully, editing appropriately and monitoring for quality.
d. Test the audience's response and revise the presentation accordingly.

2.4 *Written and Oral English Language Conventions*:

Specific applications of English–language arts (grades nine and ten)

Grammar and Mechanics of Writing

(1.1) Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).

(1.2) Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).

(1.3) Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

Manuscript Form

(1.4) Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

(1.5) Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.

3.0 *Career Planning and Management*

Students acquire the skills necessary to make effective decisions, use career information, and manage personal career plans:

3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.
3.2 Understand the scope of career opportunities and know requirements for education, training, and licensure.
3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.
3.6 Know key strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and portfolio preparation.
3.7 Explore career opportunities in business through such programs as virtual enterprise, work experience, and internship.

4.0 *Technology*

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.
4.2 Understand the use of technological resources to access, manipulate, and produce information, products, and services.
4.3 Understand the influence of current and emerging technology on selected segments of the economy.
4.4 Understand effective technologies used in Web site development and Internet usage.
4.5 Know procedures for maintaining secure information, preventing loss, and reducing risk.

5.0 *Problem Solving and Critical Thinking*

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:

5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
5.2 Understand the universal, systematic problem-solving model that incorporates input, process, outcome, and evaluation components.
5.3 Use critical thinking skills to make informed decisions and solve problems.
5.4 Understand how financial systems and tools are used to solve business problems.

6.0 *Health and Safety*

Students understand health and safety policies, procedures, regulations, and practices, including equipment and hazardous material handling:

6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
6.2 Understand critical elements for health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.
6.3 Understand the environmental and ergonomic risks associated with the use of business equipment and the financial impact of an unsafe work environment.

7.0 *Responsibility and Flexibility*

Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.
7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
7.3 Understand the need to adapt to varied roles and responsibilities.
7.4 Understand that individual actions can affect the larger community.

8.0 *Ethics and Legal Responsibilities*

Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

8.1 Know major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.
8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.
8.3 Understand the role of personal integrity and ethical behavior in the workplace.
8.4 Understand major local, state, and federal laws and regulations that affect business and the procedural requirements necessary for compliance.
8.5 Know how to design systems and applications to allow access to all users, including those with cultural, physical, and cognitive differences.

9.0 *Leadership and Teamwork*

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
9.2 Understand the ways in which preprofessional associations, such as DECA—A Marketing Association and Future Business Leaders of America (FBLA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
9.3 Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.
9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

10.0 *Technical Knowledge and Skills*

Students understand the essential knowledge and skills common to all pathways within the Finance and Business sector:

10.1 Know cash management techniques, including bank reconciliation and cash controls.
10.2 Understand the role of managerial accounting and the use of planning and control principles to evaluate the performance of an organization.
10.3 Know agencies that affect accounting procedures and discuss regulations and compliance issues that influence business decisions.
10.4 Examine and use technological services to achieve objectives and make decisions in accounting and finance.

11.0 *Demonstration and Application*

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

Pathway Standard

A. Accounting Services Pathway

Employees in the Accounting Services Pathway help design, install, maintain, and use general accounting systems and prepare, analyze, and verify financial reports and related economic information to help make important financial decisions for an organization. Accounting is an essential aspect of every business institution and organization. Analysis of business transactions, preparation of financial statements, and knowledge of accounting systems are critical to all business operations. Employment of accountants and auditors is expected to grow about as fast as the average for all occupations in the future.

A1.0 Students understand the basic principles and procedures of the accounting cycle:

A1.1 Understand the accounting cycle for service businesses and merchandise businesses.
A1.2 Examine, analyze, and categorize financial transactions.
A1.3 Complete the accounting cycles for a service business and a merchandise business.
A1.4 Prepare, analyze, and interpret financial statements for various business entities.

A2.0 Students understand and apply accounting principles and concepts:

A2.1 Understand how to identify current and long-term assets and liabilities.
A2.2 Apply appropriate concepts and techniques to account for equity investments and withdrawals for sole proprietorships, partnerships, and corporations.
A2.3 Understand the processes involved in revenue recognition and in matching income and expenses.
A2.4 Know the procedures for the acquisition, disposition, and depreciation of fixed assets.
A2.5 Use basic concepts of financial analysis to interpret financial statements.
A2.6 Know payroll procedures.

A3.0 Students understand governing agencies and the typical development and structure of various business environments:

- A3.1 Understand the major types of business organizations and the risks and benefits of each.
- A3.2 Understand the influence of key agencies, regulations, and issues on accounting procedures and business decisions.
- A3.3 Know the basic international terminology and theories used in accounting and finance.

A4.0 Students understand how basic principles of internal control systems relate to the accounting cycle:

- A4.1 Understand a variety of internal control measures.
- A4.2 Know cash management techniques.
- A4.3 Understand the role of managerial accounting.
- A4.4 Understand how planning and control principles are used to evaluate the performance of an organization.

B. Banking and Related Services Pathway

Students understand basic concepts pertaining to a variety of banking and related financial services. Employees working in occupations in the Banking and Related Services Pathway provide loans, credit, and payment services to businesses and to individuals. Knowledge of money and banking, lending fundamentals, and banking regulations is necessary for handling financial transactions. Employment in the banking industry is expected to increase because of the expansion of credit unions, small regional banks, and savings institutions.

B1.0 Students understand the concepts involved in providing customer service in banking and related services:

- B1.1 Employ technical skills to perform teller functions, data processing functions, new-account functions, and lending functions.
- B1.2 Understand the nature and demands of professionalism in working relationships with customers and employees.
- B1.3 Demonstrate basic selling techniques to assist customers in making an informed buying decision.
- B1.4 Use accounting knowledge to perform bookkeeping functions.

B2.0 Students understand the key operations and management of banking and related services:

- B2.1 Know basic banking concepts and terms.
- B2.2 Understand techniques for managing personnel to maximize operations.
- B2.3 Understand the role of organizational, time-management, and multitasking skills.

B3.0 Students understand the regulatory compliance of banking and related services:

- B3.1 Understand the role of the Federal Reserve System in the banking industry.
- B3.2 Know the procedures necessary to adhere to banking regulations.
- B3.3 Know internal audit procedures to ensure compliance.

B3.4 Understand the review process for bank records in preparation for examination by an external entity.

C. Business Financial Management Pathway

Students in the Business Financial Management Pathway learn to provide investment analysis and guidance to help businesses and individuals with their investment decisions. Students learn that exploring, applying, and monitoring investment opportunities are necessary to take advantage of financial opportunities throughout one's life. Employment in the securities and commodities sector of the industry will continue to expand because of the increasing levels of investment in the global marketplace and the growing need for investment advice.

C1.0 Students create and use budgets to guide financial decision making:

- C1.1 Create a budget to calculate long-term projections.
- C1.2 Analyze past and current budgets to determine financial business needs.
- C1.3 Understand how the financial needs of a business change in a dynamic and competitive marketplace.

C2.0 Students know how to analyze and interpret financial data:

- C1.1 Use basic concepts of financial analysis to interpret financial statements.
- C1.2 Analyze and interpret financial statements to compare risk and return.
- C1.3 Know the differences between financial statements prepared for internal use and those prepared for external use.
- C1.4 Understand the primary ways in which various types of domestic and international financial markets influence interest rates, trade deficits, and unemployment.
- C1.5 Determine creditworthiness on the basis of appropriate criteria and identify alternative sources of credit.
- C1.6 Analyze investment and finance options available to prepare a cost-benefit analysis.

C2.0 Students understand the impact of federal, state, and local regulations on financial management decisions:

- C2.1 Understand the effects of tax structures on business decision making.
- C2.2 Know the legal rights and responsibilities of various types of businesses.
- C2.3 Analyze the ways in which current laws and regulations enforce appropriate financial practices.

C3.0 Students understand the role of insurance products and services in successful business management:

- C3.1 Know the appropriate uses of basic types of insurance policies.
- C3.2 Understand the ways in which insurance reduces risk.

Health Science and Medical Technology Industry Sector
Model Curriculum Standards

Health Science and Medical Technology Career Pathways

Biotechnology Research and Development
Diagnostic Services
Health Informatics
Support Services
Therapeutic Services

The standards for health care skills offer an answer to the question, "What does a worker need to know and be able to do to contribute to the delivery of safe and effective health care?" The Health Science and Medical Technology standards represent the academic and technical skills and knowledge students need to pursue a full range of career opportunities in this sector, from entry level to management, including technical and professional career specialties.

The career pathways are grouped into functions that have a common purpose and require similar attributes. The career pathways are Biotechnology Research and Development, Diagnostic Services, Health Informatics, Support Services, and Therapeutic Services. Standards for each career path build on and continue the foundation standards for this sector with more complexity, rigor, and career specificity. Each career pathway also contains standards that are necessary for all careers within the pathway.

Foundation Standards

1.0 *Academics*

Students understand the academic content required for entry into postsecondary education and employment in the Health Science and Medical Technology sector:

1.1 *Mathematics*:

Specific applications of measurement and geometry (grade seven)

(1.1) Compare weights, capacities, geometric measures, times, and temperatures within and between measurement systems (e.g., miles per hour and feet per second, cubic inches to cubic centimeters).

(1.2) Construct and read drawings and models made to scale.

(1.3) Use measures expressed as rates (e.g., speed, density) and measures expressed as products (e.g., person-days) to solve problems; check the units of the solutions; and use dimensional analysis to check the reasonableness of the answer.

Specific applications of mathematical reasoning (grade seven)

(1.1) Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.

(1.2) Formulate and justify mathematical conjectures based on a general description of the mathematical question or problem posed.

(1.3) Determine when and how to break a problem into simpler parts.

1.2 *Science*:

Specific applications of focus on life science (grade seven)

Cell Biology

(1.a) Students know cells function similarly in all living organisms.

Structure and Function in Living Systems

(5.a) Students know plants and animals have levels of organization for structure and function, including cells, tissues, organs, organ systems, and the whole organism.

(5.b) Students know organ systems function because of the contributions of individual organs, tissues, and cells. The failure of any part can affect the entire system.

(5.c) Students know how bones and muscles work together to provide a structural framework for movement.

(5.d) Students know how the reproductive organs of the human female and male generate eggs and sperm and how sexual activity may lead to fertilization and pregnancy.

(5.e) Students know the function of the umbilicus and placenta during pregnancy.

(5.g) Students know how to relate the structures of the eye and ear to their function.

Specific applications of biology/life sciences (grades nine through twelve)

(1.a) Students know cells are enclosed within semipermeable membranes that regulate their interaction with their surroundings.

(1.b) Students know enzymes are proteins that catalyze biochemical reactions without altering the reaction equilibrium and the activities of enzymes depend on the temperature, ionic conditions, and the pH of the surroundings.

(1.c) Students know how prokaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure.

(1.d) Students know the central dogma of molecular biology outlines the flow of information from transcription of ribonucleic acid (RNA) in the nucleus to translation of proteins on ribosomes in the cytoplasm.

(1.e) Students know the role of the endoplasmic reticulum and Golgi apparatus in the secretion of proteins.

(1.f) Students know usable energy is captured from sunlight by chloroplasts and is stored through the synthesis of sugar from carbon dioxide.

(1.g) Students know the role of the mitochondria in making stored chemical-bond energy available to cells by completing the breakdown of glucose to carbon dioxide.

(1.h) Students know most macromolecules (polysaccharides, nucleic acids, proteins, lipids) in cells and organisms are synthesized from a small collection of simple precursors.

(1.i) Students know how chemiosmotic gradients in the mitochondria and chloroplast store energy for ATP production.

(1.j) Students know how eukaryotic cells are given shape and internal organization by a cytoskeleton or cell wall or both.

(2.a) Students know meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each type.

(2.b) Students know only certain cells in a multicellular organism undergo meiosis.

(2.c) Students know how random chromosome segregation explains the probability that a particular allele will be in a gamete.

(2.d) Students know new combinations of alleles may be generated in a zygote through the fusion of male and female gametes (fertilization).

(2.e) Students know why approximately half of an individual's DNA sequence comes from each parent.

(2.f) Students know the role of chromosomes in determining an individual's sex.

(2.g) Students know how to predict possible combinations of alleles in a zygote from the genetic makeup of the parents.

(3.a) Students know how to predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance (autosomal or X-linked, dominant or recessive).

(3.b) Students know the genetic basis for Mendel's laws of segregation and independent assortment.

(3.c) Students know how to predict the probable mode of inheritance from a pedigree diagram showing phenotypes.

(3.d) Students know how to use data on frequency of recombination at meiosis to estimate genetic distances between loci and to interpret genetic maps of chromosomes.

(4.a) Students know the general pathway by which ribosomes synthesize proteins, using tRNAs to translate genetic information in mRNA.

(4.b) Students know how to apply the genetic coding rules to predict the sequence of amino acids from a sequence of codons in RNA.

(4.c) Students know how mutations in the DNA sequence of a gene may or may not affect the expression of the gene or the sequence of amino acids in an encoded protein.

(4.d) Students know specialization of cells in multicellular organisms is usually due to different patterns of gene expression rather than to differences of the genes themselves.

(4.e) Students know proteins can differ from one another in the number and sequence of amino acids.

(4.f) Students know why proteins having different amino acid sequences typically have different shapes and chemical properties.

(5.d) Students know how basic DNA technology (restriction digestion by endonucleases, gel electrophoresis, ligation, and transformation) is used to construct recombinant DNA molecules.

(5.e) Students know how exogenous DNA can be inserted into bacterial cells to alter their genetic makeup and support expression of new protein products.

(9.a) Students know how the complementary activity of major body systems provides cells with oxygen and nutrients and removes toxic waste products such as carbon dioxide.

(9.b) Students know how the nervous system mediates communication between differ ent parts of the body and the body's interactions with the environment.

(9.c) Students know how feedback loops in the nervous and endocrine systems regulate conditions in the body.

(9.d) Students know the functions of the nervous system and the role of neurons in transmitting electrochemical impulses.

(9.e) Students know the roles of sensory neurons, interneurons, and motor neurons in sensation, thought, and response.

(9.f) Students know the individual functions and sites of secretion of digestive enzymes (amylases, proteases, nucleases, lipases), stomach acid, and bile salts.

(9.g) Students know the homeostatic role of the kidneys in the removal of nitrogenous wastes and the role of the liver in blood detoxification and glucose balance.

(9.h) Students know the cellular and molecular basis of muscle contraction, including the roles of actin, myosin, Ca +2, and ATP.

(9.i) Students know how hormones (including digestive, reproductive, osmoregulatory) provide internal feedback mechanisms for homeostasis at the cellular level and in whole organisms.

(10.a) Students know the role of the skin in providing nonspecific defenses against infection.

(10.b) Students know the role of antibodies in the body's response to infection.

(10.c) Students know how vaccination protects an individual from infectious diseases.

(10.d) Students know there are important differences between bacteria and viruses with respect to their requirements for growth and replication, the body's primary defenses against bacterial and viral infections, and effective treatments of these infections.

(10.e) Students know why an individual with a compromised immune system (for example, a person with AIDS) may be unable to fight off and survive infections by microorganisms that are usually benign.

(10.f) Students know the roles of phagocytes, B-lymphocytes, and T-lymphocytes in the immune system.

1.3 *History–Social Science:*

Specific applications of U.S. history and geography (grade eleven)

(11.8.7) Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.

(11.8.8) Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).

(11.11.6) Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.

2.0 *Communications*

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts:

2.1 *Reading:*

Specific applications of English–language arts (grades nine and ten)

(2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

(2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

(2.3) Generate relevant questions about readings on issues that can be researched.

(2.7) Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

Specific applications of English–language arts (grades eleven and twelve)

(2.3) Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

2.2 *Writing:*

Specific applications of English–language arts (grades nine and ten)

(1.5) Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).

(2.3) Write expository compositions, including analytical essays and research reports:

a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
b. Convey information and ideas from primary and secondary sources accurately and coherently.
c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
f. Use technical terms and notations accurately.

(2.5) Write business letters:

a. Provide clear and purposeful information and address the intended audience appropriately.
b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
c. Highlight central ideas or images.
d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.

(2.6) Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):

a. Report information and convey ideas logically and correctly.
b. Offer detailed and accurate specifications.
c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
d. Anticipate readers’ problems, mistakes, and misunderstandings.

Specific applications of English–language arts (grades eleven and twelve)

(1.5) Use language in natural, fresh, and vivid ways to establish a specific tone.

(2.5) Write job applications and resumes:

a. Provide clear and purposeful information and address the intended audience appropriately.
b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
c. Modify the tone to fit the purpose and audience.
d. Follow the conventional style for that type of document (e.g., resume, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

(2.6) Deliver multimedia presentations:

a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
b. Select an appropriate medium for each element of the presentation.
c. Use the selected media skillfully, editing appropriately and monitoring for quality.
d. Test the audience's response and revise the presentation accordingly.

2.3 *Listening and Speaking:*

Specific applications of English–language arts (grades nine and ten)

(2.2) Deliver expository presentations:

a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
b. Convey information and ideas from primary and secondary sources accurately and coherently.
c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.
f. Use technical terms and notations accurately.

(2.3) Apply appropriate interviewing techniques:

a. Prepare and ask relevant questions.
b. Make notes of responses.
c. Use language that conveys maturity, sensitivity, and respect.
d. Respond correctly and effectively to questions.
e. Demonstrate knowledge of the subject or organization.
f. Compile and report responses.
g. Evaluate the effectiveness of the interview.

(2.5) Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):

a. Structure ideas and arguments in a coherent, logical fashion.

b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).
c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
d. Anticipate and address the listener's concerns and counterarguments.

Specific applications of English–language arts (grades eleven and twelve)

(1.7) Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.

(2.4) Deliver multimedia presentations:

a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
b. Select an appropriate medium for each element of the presentation.
c. Use the selected media skillfully, editing appropriately and monitoring for quality.
d. Test the audience's response and revise the presentation accordingly.

2.4 Know and understand medical terminology to interpret, transcribe, and communicate information and observations necessary for workers in the health care industry.
2.5 Know and understand the use of channels and networks as a necessary means of organizational communications.
2.6 Understand the importance of verbal and nonverbal communication in the health care industry.

3.0 *Career Planning and Management*

Students understand how to make effective decisions, use career information, and manage personal career plans:

3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.
3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.
3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.
3.6 Know key strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and portfolio preparation.

4.0 *Technology*

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.
4.2 Understand the use of technological resources to access, manipulate, and produce information, products, and services.
4.3 Understand the influence of current and emerging technology on selected segments of the economy.
4.4 Understand the impact of enhanced technology, bioethics, epidemiology, and socioeconomics on the health care delivery system.
4.5 Know how to interpret technical materials and medical instrumentation used for health care practices and policies.

5.0 *Problem Solving and Critical Thinking*

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:

5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
5.2 Understand the universal, systematic problem solving model that incorporates input, process, outcome, and feedback components.
5.3 Use critical thinking skills to make informed decisions and solve problems.
5.4 Examine multiple options for completing work tasks by applying appropriate problem-solving strategies and critical thinking skills to work-related issues.

6.0 *Health and Safety*

Students understand health and safety policies, procedures, regulations, and practices, including equipment and hazardous material handling:

6.1 Know policies, procedures, and regulations, regarding health and safety in the workplace, including employers' and employees' responsibilities.
6.2 Understand critical elements for health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.
6.3 Understand the importance and use of Standard Precautions and Infection Control, as appropriate.
6.4 Understand principles of body mechanics and ergonomics in providing patient care.
6.5 Understand the rules and regulations of the Occupational Safety and Health Administration and the Centers for Disease Control and Prevention.

7.0 *Responsibility and Flexibility*

Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.

7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
7.3 Understand the need to adapt to varied roles and responsibilities.
7.4 Understand that individual actions can affect the larger community.
7.5 Know how to interact appropriately and respectfully in various employment situations that involve persons from diverse ethnic, generational, cultural, religious, and economic groups and persons of different genders and sexual orientation.
7.6 Know and appreciate cultural differences and provide culturally competent care to patients and clients.
7.7 Understand and demonstrate methods for promoting health and wellness.

8.0 *Ethics and Legal Responsibilities*

Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

8.1 Know major local, district, state, and federal regulatory agencies and entities that affect industry and how they enforce laws and regulations.
8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.
8.3 Understand the role of personal integrity and ethical behavior in the workplace.
8.4 Understand the ways in which ethical considerations affect emerging technologies and their impact on society.
8.5 Understand and maintain the Patients' Bill of Rights, patients' and clients' confidentiality, and the Health Insurance Portability and Accountability Act of 1996.

9.0 *Leadership and Teamwork*

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
9.2 Understand the ways in which preprofessional associations, such as the Health Occupations Students of America, and competitive career-development activities enhance academic skills, promote career choices, and contribute to employability.
9.3 Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.
9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

10.0 *Technical Knowledge and Skills*

Students understand the essential knowledge and skills common to all pathways in the Health Science and Medical Technology sector:

10.1 Understand the process for determining mission statements, goals, objectives, and strategic plans for a health care organization and understand the process for using

appropriate policies, procedures, and processes as defined by the scope of practice of a specific health care organization.

10.2 Understand how the health care delivery systems models can be affected by cost, managed care, technology, an aging population, access to care, alternative therapies, and lifestyle and behavior changes.

10.3 Understand the purpose and function of a systems-theory approach, both in the health care organization and in the treatment of patients and clients, as a process for viewing a system as a whole before examining its parts.

10.4 Understand the interconnected components of a health care system.

10.5 Understand the nature of the interdependency of health care professionals within a given health care delivery system.

10.6 Know cardiopulmonary resuscitation and first-aid practices.

10.7 Understand the processes used to evaluate alternative health practices.

10.8 Understand the interconnected components of a health care system.

11.0 *Demonstration and Application*

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

Pathway Standards

A. Biotechnology Research and Development Pathway

The standards for the Biotechnology Research and Development Pathway apply to occupations and functions in biotechnology research and development that apply primarily to human health. The standards specify the knowledge and skills common to occupations in this pathway.

A1.0 Students know the role of the biotechnology industry and biotechnology product development in curing diseases:

- A1.1 Understand the role of the biotechnology industry and its impact on society.
- A1.2 Understand the role of biotechnology product development in curing genetic, environmental, and behavioral diseases.
- A1.3 Understand the legal and ethical issues regarding the use of biotechnology to cure diseases.
- A1.4 Understand the relationship between biochemistry and biotechnology product development.

A2.0 Students know the fundamentals of mathematical and scientific concepts as they relate to biotechnology:

- A2.1 Understand basic mathematical concepts related to the field, such as how to arrive at percentages and ratios and the difference between standard deviation and various measures of central tendency.
- A2.2 Understand the basic structure of a chromosome and the difference between a dominant homozygous trait and a heterozygous trait.
- A2.3 Know the basic structures and functions of cells and how this knowledge is used in biotechnology.
- A2.4 Understand the central theory of molecular biology.

A3.0 Students understand the role of recombinant DNA and genetic engineering, bioprocessing, monoclonal antibody production, separation and purification of biotechnology products, nanotechnology, bioinformatics, genomics, proteomics, and transcriptomics in biotechnical product development:

- A3.1 Understand recombinant DNA, genetic engineering, monoclonal antibody production, separation and purification of biotechnology products, and bioprocessing.
- A3.2 Understand how the fields of nanotechnology, bioinformatics, genomics, proteomics, and transcriptomics influence new and emerging career opportunities.

A4.0 Students understand the principles of solution preparation, contamination control, measurement and calibration, and emergency laboratory response:

- A4.1 Understand how molarity relates to solution preparation.
- A4.2 Know how to calculate the molarity of a given solution and how to measure the pH of that solution.
- A4.3 Know how to prepare a serial dilution of a microbial culture.
- A4.4 Understand the importance and requirements of using sterile techniques in a laboratory.
- A4.5 Understand the appropriate responses to a laboratory accident.

A5.0 Students understand biotechnology product design and development, laboratory procedures, product licensure, and the regulatory process for product development and clinical trials:

- A5.1 Understand the process of developing biotechnology products in an industrial setting.
- A5.2 Understand the role of preclinical and clinical trials in biotechnology product development.
- A5.3 Know the role of quality assurance in clinical trials.

A6.0 Students understand the ethical, moral, legal, and cultural issues related to the use of biotechnology research and product development:

- A6.1 Understand the relationship between morality and ethics as they relate to the development of biotechnology health care products.
- A6.2 Know the differences between personal, professional, and organizational ethics.
- A6.3 Understand the necessity for accurate documentation and recordkeeping in biotechnology research and product development.
- A6.4 Understand the need for ethical policies and procedures in institutions engaged in biotechnology research and product development.

B. Diagnostic Services Pathway

The standards for the Diagnostic Services Pathway apply to occupations or functions involved primarily in creating a picture of the health status of patients at a single point in time. The standards specify the knowledge and skills needed by professionals pursuing careers in this pathway.

B1.0 Know how to use appropriate methods and technology within a multidisciplinary health care industry to communicate information:

- B1.1 Know how to evaluate and report relevant information effectively to the appropriate personnel.
- B1.2 Use medical terminology appropriate to diagnostic services to interpret, transcribe, and communicate information and observations.

B2.0 Students know the process for assessing and reporting the health status of patients and clients:

- B2.1 Understand the process for analyzing available information to assess the health status of patients and clients.
- B2.2 Know the process for evaluating and appraising the appropriateness of information.
- B2.3 Know how to evaluate patients' and clients' responses to treatment and procedures.
- B2.4 Use appropriate documentation to report information about patients and clients.

B3.0 Students know the principles of body mechanics as they apply to the positioning, transferring, and transporting of patients and clients:

- B3.1 Know the process for assessing the health status of patients and clients.
- B3.2 Know the process for evaluating potential hazards to patients and clients.
- B3.3 Know how to evaluate equipment for possible hazards.
- B3.4 Use appropriate transport and transfer methods to accommodate the status of patients and clients.
- B3.5 Use appropriate equipment for transportation and transfer, including the modification of equipment and techniques, to accommodate the status of patients and clients.
- B3.6 Use proper body mechanics, ergonomics, safety equipment, and techniques to prevent personal injury to patients and clients.

B4.0 Students know how to explain procedures and goals to patients and clients and use various strategies to respond to questions and concerns:

- B4.1 Know how to assess the ability of patients and clients to comprehend procedures and how to modify communication in accord with a patient's level of understanding.
- B4.2 Use active listening skills (e.g., reflection, restatement, and clarification techniques) to provide information to patients and clients and to address their concerns and questions in an appropriate and positive manner.

B5.0 Students understand requests for procedures and know how to interpret the requests, plan the coordination and implementation of services, and prepare for specific procedures:

- B5.1 Understand scope of practice, evaluate requests for appropriateness, and coordinate interdisciplinary services.
- B5.2 Use appropriate protocol after assessing patients, clients, and resources.
- B5.3 Follow patient-verification protocols to ensure readiness and appropriateness of procedures.

C. Health Informatics Pathway

The standards for the Health Informatics Pathway apply to occupations or functions that document patient care. The standards specify the knowledge and skills needed by professionals pursuing careers in this pathway.

C1.0 Students know the process for communicating confidential health and medical information accurately and within the legal and regulatory guidelines established by the facility:

- C1.1 Know the process for managing the timely transfer of information accurately and effectively to the appropriate parties.
- C1.2 Know the legal and regulatory requirements for the transfer of information.

C2.0 Students understand the design and implementation of an effective health care information system, including resources, routes, and flow of information:

- C2.1 Understand the information systems used by the organization, including how information is organized and integrated for timely, accurate dissemination.
- C2.2 Understand the process for evaluating the effectiveness of information systems and determining improvement strategies.
- C2.3 Know how to organize information within the parameters of the information systems.

C3.0 Students understand the content and diverse uses of health information and the use of legal and regulatory guidelines to maintain, store, and communicate accurate and appropriate information:

- C3.1 Understand the process for determining, interpreting, and accurately documenting required information.
- C3.2 Understand the documentation and storage systems in use.
- C3.3 Know the process for preparing and disseminating information to various audiences by using established information systems that operate within legal and regulatory guidelines.
- C3.4 Formulate and report information clearly and concisely.
- C3.5 Know the process for assessing information systems and making recommendations for improvement.

C4.0 Students know the quantitative and qualitative requirements that apply to health information and know how to analyze the information for designated purposes:

- C4.1 Know the process for assessing whether information is reported and disseminated within legal and regulatory bounds.
- C4.2 Know the process for assessing information required by patients, staff, and the community to determine the best course of action.
- C4.3 Know the process for determining which data components are necessary for the successful completion of tasks.
- C4.4 Know the process for determining the accuracy and completeness of data.

C5.0 Students know how to read, interpret, and extract information from medical and other documents:

C5.1 Know how to code information and develop summaries (abstracts) for use by other medical personnel by using appropriate medical terminology.

C5.2 Know how to determine the information needed to record charges and reimbursements accurately.

C5.3 Know how to assess and apply information for regulatory and legal purposes.

D. Support Services Pathway

The standards for the Support Services Pathway apply to occupations or job functions involving direct or indirect patient and client care that contribute to support systems and functions in the health care environment.

D1.0 Students understand the responsibilities of their roles and perform their tasks safely by using appropriate guidelines:

D1.1 Understand the process for evaluating operational systems and determining processes for improvement.

D1.2 Know how to provide support to standardization, consolidation, and re-engineering processes.

D1.3 Know the process for evaluating compliance with corporate, legal, regulatory, and accreditation standards, ethics, and codes.

D1.4 Understand the importance of coordinating intra-departmental activities, including event planning and logistics, with outside agencies and contractors.

D1.5 Know the process for monitoring clients' expectations by using plans to promote satisfaction and measurement tools to ensure sufficiency of products and delivery of services.

D2.0 Students understand the protocols and practices necessary to maintain a clean and healthy work environment:

D2.1 Know how to evaluate potential causes and methods of transmitting infections and how to apply standard precautionary guidelines.

D2.2 Use various manual and mechanical techniques and procedures for decontamination and sterilization.

D2.3 Carry out hazardous waste disposal policies and procedures, including documentation, to ensure that regulated waste is handled, packaged, stored, and disposed of in accordance with federal, state, and local regulations.

D2.4 Know the process for implementing a waste management program, including the recycling and reduction of regulation medical, solid, hazardous, chemical, and radioactive waste materials.

D2.5 Use appropriate inventory and control systems to purchase materials, supplies, and capital equipment.

D3.0 Students use principles and techniques of resource management to make appropriate decisions:

D3.1 Know the procedures and processes for the selection, acquisition, distribution, and maintenance of equipment and understand preventive maintenance for buildings and equipment.

D3.2 Know the process for evaluating competitive pricing, terms, and service levels to support product recommendations.
D3.3 Know the process for developing inventory-reduction targets to achieve financial goals for health care organizations.
D3.4 Use distribution strategies and systems to ensure the optimal flow of materials.
D3.5 Know the components of a comprehensive training program for health care, including safety, infection control, handling of hazardous materials, and use of equipment.
D3.6 Understand department-level labor distribution reports to ensure the proper allocation of resources for projects and operations.

D4.0 Students understand the development and implementation of legal regulations and facility standards for design, construction, maintenance, and improvement of health care facilities and environments:

D4.1 Know the federal, state, and local regulations that apply to the design and construction of a health care facility.
D4.2 Know the process for analyzing the therapeutic and functional aspects of color, decor, and furnishings as well as the process for coordinating facility furnishings and finishes in accordance with appropriate safety codes.
D4.3 Know how to maintain a facility in good repair.

E. Therapeutic Services Pathway

The standards for the Therapeutic Services Pathway apply to occupations or functions that involve the ongoing health status of patients and clients. The standards specify the knowledge and skills needed by professionals pursuing careers in this pathway.

E1.0 Students know how to communicate procedures and goals to patients and clients and members of the health care team by using a variety of strategies:

E1.1 Know the process for evaluating the ability of patients and clients to understand information provided.
E1.2 Use appropriate communication strategies with patients and clients.
E1.3 Use appropriate responses to the health care needs of patients and clients.

E2.0 Students understand the protocol and regulatory guidelines for collecting information about patients and clients, for identifying and responding to the health care needs of patients and clients, and for reporting the results:

E2.1 Understand the collection and formatting of information by using facility protocols and regulatory guidelines.
E2.2 Use medical terminology appropriate to therapeutic services to interpret and communicate procedures and observations.

E3.0 Students understand the purpose and components of a treatment plan:

E3.1 Understand the roles and responsibilities, within their scope of practice, that contribute to the design and implementation of a treatment plan.
E3.2 Understand the process of prioritizing and organizing work in accordance with patients' and clients' treatment plans.

E3.3 Determine the availability of resources for the effective implementation of treatment plans for patients and clients.

E3.4 Use equipment and instruments in accordance with manufacturers' guidelines and accepted safety practices.

E3.5 Know the process for the documentation of actions in accordance with facility protocol and regulatory guidelines.

E4.0 Students understand their role and scope of practice in monitoring, assessing, and reporting the health status of patients and clients:

E4.1 Understand the process for monitoring patients' and clients' responses to administered treatments and procedures.

E4.2 Understand the process for reporting patients' and clients' responses to administered treatments and procedures.

E4.3 Know the process for assessing patients' and clients' responses to administered treatments and procedures.

E5.0 Students know how to evaluate patients' and clients' needs, abilities, and challenges to determine whether treatment goals are being reached:

E5.1 Use the appropriate evaluation tools to assess patients and clients.

E5.2 Understand the process for revising or creating modifications to treatment plans on the basis of information gathered.

Hospitality, Tourism, and Recreation Industry Sector
Model Curriculum Standards

Hospitality, Tourism, and Recreation Career Pathways

Food Science, Dietetics, and Nutrition
Food Service and Hospitality
Hospitality, Tourism, and Recreation

The Hospitality, Tourism, and Recreation sector provides students with the academic and technical preparation to pursue high-demand and high-skill careers in these related and growing industries. The sector encompasses three distinct, yet interrelated, career pathways: Food Science, Dietetics, and Nutrition; Food Service and Hospitality; and Hospitality, Tourism, and Recreation. The foundation standards include core, comprehensive technical knowledge and skills that prepare students for learning in the pathways. The knowledge and skills are acquired within a sequential, standards-based pathway program that integrates hands-on and project- and work-based instruction as well as internship, community classroom, work experience, apprenticeship, and cooperative career technical education. Standards included in the Hospitality, Tourism, and Recreation sector are designed to prepare students for technical training, postsecondary education, and entry to a career.

Foundation Standards

1.0 *Academics*

Students understand the academic content required for entry into postsecondary education and employment in the Hospitality, Tourism, and Recreation sector:

1.1 *Mathematics:*

Specific applications of Algebra I (grades eight through twelve)

(1.1) Students use properties of numbers to demonstrate whether assertions are true or false.

(13.0) Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.

(24.1) Students explain the difference between inductive and deductive reasoning and identify and provide examples of each.

(24.2) Students identify the hypothesis and conclusion in logical deduction.

(24.3) Students use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.

Specific applications of the geometry (grades eight through twelve)

(8.0) Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.

1.2 *Science:*

Specific applications of investigation and experimentation (grades nine through twelve)

(1.a) Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.

(1.d) Formulate explanations by using logic and evidence.

(1.m) Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

1.3 *History–Social Science:*

Specific applications of chronological and spatial thinking (grades nine through twelve)

(1) Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

(2) Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.

Specific applications of the historical interpretation (grades nine through twelve)

(1) Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

Specific applications of world history, culture, and geography (grade ten)

(10.11) Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).

Specific applications of United States history and (grade eleven)

(11.8) Students analyze the economic boom and social transformation of post-World War II America.

(11.8.1) Trace the growth of service sector, white collar, and professional sector jobs in business and government.

(11.8.2) Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.

(11.8.3) Examine Truman's labor policy and congressional reaction to it.

(11.8.4) Analyze new federal government spending on defense, welfare, interest on the national debt, and federal and state spending on education, including the California Master Plan.

(11.8.5) Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War.

(11.8.6) Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.

(11.8.7) Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.

(11.8.8) Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).

Specific applications of principles of economics (grade twelve)

(12.1) Students understand common economic terms and concepts and economic reasoning.

(12.1.1) Examine the causal relationship between scarcity and the need for choices.

(12.1.2) Explain opportunity cost and marginal benefit and marginal cost.

(12.1.3) Identify the difference between monetary and nonmonetary incentives and how changes in incentives cause changes in behavior.

(12.1.4) Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.

(12.1.5) Analyze the role of a market economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith).

(12.2.) Students analyze the elements of America's market economy in a global setting.

(12.2.1) Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.

(12.2.2) Discuss the effects of changes in supply and/ or demand on the relative scarcity, price, and quantity of particular products.

(12.2.3) Explain the roles of property rights, competition, and profit in a market economy.

(12.2.4) Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.

(12.2.5) Understand the process by which competition among buyers and sellers determines a market price.

(12.2.6) Describe the effect of price controls on buyers and sellers.

(12.2.7) Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.

(12.2.8) Explain the role of profit as the incentive to entrepreneurs in a market economy.

(12.2.9) Describe the functions of the financial markets.

(12.2.10) Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.

(12.3.) Students analyze the influence of the federal government on the American economy.

(12.3.1) Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers' rights.

(12.3.2) Identify the factors that may cause the costs of government actions to outweigh the benefits.

(12.3.3) Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels.

(12.3.4) Understand the aims and tools of monetary policy and their influence on economic activity (e.g., the Federal Reserve).

(12.4.) Students analyze the elements of the U.S. labor market in a global setting.

(12.4.1) Understand the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the mini-mum wage, and unemployment insurance.

(12.4.2) Describe the current economy and labor market, including the types of goods and services produced, the types of skills workers need, the effects of rapid technological change, and the impact of international competition.

(12.4.3) Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.

(12.4.4) Explain the effects of international mobility of capital and labor on the U.S. economy.

(12.6.) Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States's borders.

(12.6.1) Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere.

(12.6.2) Compare the reasons for and the effects of trade restrictions during the Great Depression compared with present-day arguments among labor, business, and political leaders over the effects of free trade on the economic and social interests of various groups of Americans.

(12.6.3) Understand the changing role of international political borders and territorial sovereignty in a global economy.

(12.6.4) Explain foreign exchange, the manner in which exchange rates are determined, and the effects of the dollar's gaining (or losing) value relative to other currencies.

2.0 *Communications*

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts:

2.1 *Reading:*

Specific applications of English–language arts (grades nine and ten)

(2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

(2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

(2.3) Generate relevant questions about readings on issues that can be researched.

(2.5) Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

(2.7) Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

Specific applications of English–language arts (grades eleven and twelve)

(2.3) Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

2.2 *Writing:*

Specific applications of English–language arts (grades nine and ten)

(1.5) Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).

(2.3) Write expository compositions, including analytical essays and research reports:

a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
b. Convey information and ideas from primary and secondary sources accurately and coherently.
c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
f. Use technical terms and notations accurately.

(2.5) Write business letters:

a. Provide clear and purposeful information and address the intended audience appropriately.
b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
c. Highlight central ideas or images.
d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.

(2.6) Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):

a. Report information and convey ideas logically and correctly.
b. Offer detailed and accurate specifications.
c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
d. Anticipate readers' problems, mistakes, and misunderstandings.

Specific applications of English–language arts (Grades eleven and twelve)

(1.5) Use language in natural, fresh, and vivid ways to establish a specific tone.

(1.6) Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

(2.5) Write job applications and resumes:

a. Provide clear and purposeful information and address the intended audience appropriately.
b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
c. Modify the tone to fit the purpose and audience.
d. Follow the conventional style for that type of document (e.g., resume, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

2.3 *Listening and Speaking:*

Specific applications of English–language arts (grades nine and ten)

(2.2) Deliver expository presentations:

a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
b. Convey information and ideas from primary and secondary sources accurately and coherently.
c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.
f. Use technical terms and notations accurately.

Specific applications of English–language arts (grades eleven and twelve)

(2.4) Deliver multimedia presentations:

a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
b. Select an appropriate medium for each element of the presentation.
c. Use the selected media skillfully, editing appropriately and monitoring for quality.
d. Test the audience's response and revise the presentation accordingly.

2.4 Understand the importance of effective nonverbal, oral, and written communication skills.
2.5 Use appropriate vocabulary and the specialized terminology of the industry.
2.6 Understand trends and new information by reading and interpreting the professional literature in a selected career pathway.

3.0 *Career Planning and Management*

Students understand how to make effective decisions, use career information, and manage personal career plans:

3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.
3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.
3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.

3.6 Know key strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and portfolio preparation.

4.0 *Technology*

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.
4.2 Understand the use of technological resources to access, manipulate, and produce information, products, and services.
4.3 Understand the influence of current and emerging technology on selected segments of the economy.
4.4 Use appropriate technology in the chosen career pathway.

5.0 *Problem Solving and Critical Thinking*

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:

5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
5.2 Understand the universal, systematic problem-solving model that incorporates input, process, outcome, and feedback components.
5.3 Use critical thinking skills to make informed decisions and solve problems.
5.4 Apply decision-making skills to achieve balance in the multiple roles of personal, home, work, and community life.

6.0 *Health and Safety*

Students understand health and safety policies, procedures, regulations, and practices, including equipment and hazardous material handling:

6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
6.2 Understand the critical elements for health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.

7.0 *Responsibility and Flexibility*

Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.
7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
7.2 Understand the need to adapt to varied roles and responsibilities.
7.4 Understand that individual actions can affect the larger community.

8.0 *Ethics and Legal Responsibilities*

Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

8.1 Know major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.
8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.
8.3 Understand the role of personal integrity and ethical behavior in the workplace.

9.0 *Leadership and Teamwork*

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
9.2 Understand the ways in which preprofessional associations, such as FHA-HERO, and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
9.3 Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.
9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

10.0 *Technical Knowledge and Skills (Consumer and Family Studies)*

Students understand the essential knowledge and skills common to all pathways in the Hospitality, Tourism, and Recreation sector:

10.1 Understand the principles of nutrition and their relationship to good health through the life cycle.
10.2 Understand the basic principles of food safety and sanitation and the proper techniques for preparing and serving food.
10.3 Understand the principles of food purchasing, food preparation, and meal management in a variety of settings.
10.4 Understand commonly accepted food customs, table setting, meal service, and etiquette practices of the United States as well as those from diverse cultures.
10.5 Understand the aspects of science related to food preparation, product development, and nutrition.
10.6 Understand food production, processing, and distribution methods and the relationship of those techniques to consumer food supply and nutrition.
10.7 Understand how to select, safely use, and efficiently care for facilities and equipment related to food product development, food preparation, dining, lodging, tourism, and recreation.
10.8 Assess the individual, family, and workplace factors that influence decisions related to health, leisure, and recreation at each stage of the life cycle.
10.9 Understand how individuals apply strategies that enable them to manage personal and work responsibilities to enhance productivity in the workplace.
10.10 Understand how knowledge, skills, attitudes, and behaviors learned in consumer and family studies can be transferred to advanced training and education or careers in the hospitality, tourism, and recreation industry.

11.0 *Demonstration and Application*

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

A. Food Science, Dietetics, and Nutrition Pathway

The Food Science, Dietetics, and Nutrition Pathway focuses on three specializations centered on the science of food and its relationship to the health and well-being of individuals. Students pursuing this career pathway learn about industry awareness; food safety and sanitation; workforce and organizational management; food, fitness, and wellness; nutritional requirements and processes; food chemistry and technology; research and product development; and marketing and public relations.

A1.0 Students understand key aspects of the food science, dietetics, and nutrition industry and the role of the industry in the local, state, national, and global economies:

- A1.1 Evaluate the contributions of the various segments of the industry to local, state, national, and international economies.
- A1.2 Understand the requirements and standards for employees in the industry, including education, training, licensures, and certifications.
- A1.3 Distinguish core elements of the food science, dietetics, and nutrition industry from the supporting industries and regulatory agencies.

A2.0 Students understand important workforce and organizational management concepts:

- A2.1 Know how to find information on the primary business procedures for food science, dietetics, and nutrition organizations.
- A2.2 Know key management strategies for planning, decision making, shared responsibility, and negotiations.
- A2.3 Understand the differences and importance of key elements in day-to-day operational procedures at various types of food-related facilities.

A3.0 Students know the primary standards and regulations for safe food handling and sanitation practices:

- A3.1 Know industry-recommended standards for personal grooming and hygiene.
- A3.2 Understand safe and sanitary food-handling procedures as set forth by local, state, and federal health and safety codes, including reporting and dealing with violations of the food safety code.
- A3.3 Understand procedures for preventing the spread of food-borne pathogens and illness.

A4.0 Students understand the relationship of basic nutritional principles and concepts to the physical and emotional well-being of individuals:

- A4.1 Understand the anatomical structure and functions of the digestive system, including the biochemical processes involved in digestion, absorption, metabolism, and energy balance.
- A4.2 Analyze appropriate nutrient intake, diet, and energy expenditure for individuals of different ages and with different dietary and health needs.

A4.3 Understand the relationship of emotional, psychological, and physiological needs to food intake and natural hunger cues.

A4.4 Understand the concept of recommended diets for different dietary and health needs.

A5.0 Students understand the correlation of food and fitness to wellness:

A5.1 Know how research-based, recognized dietary guidelines relate to nutrition, fitness, and overall wellness.

A5.2 Understand nutritional information needed to implement and sustain change in behavior and lifestyle management.

A5.3 Analyze popular diets for recommendations that are consistent with or contrary to approved dietary guidelines.

A5.4 Understand nutrient density as it relates to food quality and dietary choices for individual nutrition, fitness, and wellness goals.

A5.5 Understand how social and cultural norms and barriers relate to the implementation of nutrition, fitness, and wellness changes.

A6.0 Students understand the basics of community collaborative opportunities and methods of outreach in the field of nutrition, fitness, and wellness:

A6.1 Know the available community services, agencies, and outreach programs that provide nutrition, fitness, and wellness information and services.

A6.2 Know the differences in services and outreach methods of community organizations that provide nutrition, fitness, and wellness information and services.

A6.3 Understand the influence of cultural health-related practices and food preferences on the nutrition, fitness, and wellness of individuals.

A7.0 Students understand the basic principles of managing and operating food service outreach programs:

A7.1 Know the types of community-based and institutional programs that provide food and nutrition outreach services.

A7.2 Understand the factors that affect the management and operation of a food service outreach program.

A7.3 Understand the training needs of an effective food service outreach staff.

A8.0 Students understand the basic principles of chemistry and physics related to changes in foods and food products during preparation, processing, and preservation:

A8.1 Understand important chemical and physical changes that occur during food preparation.

A8.2 Know terminology, methods, and equipment used in the food science and technology industry.

A8.3 Practice safe laboratory and equipment use and maintenance procedures.

A8.4 Conduct scientific experiments using the scientific method.

A8.5 Document experiments and maintain laboratory records.

A9.0 Students understand the basic principles of research and development, food analysis, and sensory evaluation in the field of food science and technology:

A9.1 Analyze research on food trends, value-added processing, genetic engineering, and irradiation.
A9.2 Understand quality control, assurance standards, and the procedures for each used in research and development.
A9.3 Prepare and test formulas for developing new food products.
A9.4 Test food products by using controls, variables, and random sampling.
A9.5 Understand the purpose, importance, and basic procedures of sensory evaluation experiments.

A10.0 Students understand the fundamental concepts of marketing and public relations used in the dissemination of information about food science, dietetics, and nutrition:

A10.1 Know the differences between public relations, advertising, and provision of accurate information to consumers.
A10.2 Analyze the psychological affects of market branding, subliminal messages, and advertising on consumer choices.
A10.3 Understand the influence of consumer trends and expectations on product development and marketing.
A10.4 Understand the use of technical reports in preparing and disseminating information.
A10.5 Understand the methods and importance of communicating accurate information to consumers about nutrition, food safety, and food products.

B. Food Service and Hospitality Pathway

The Food Service and Hospitality Pathway focuses on the key aspects of the industry. Students pursuing this career pathway have in-depth, hands-on experiences that emphasize industry awareness, sanitation and safe food handling, food and beverage production and service, nutrition, food service management, and customer service.

B1.0 Students understand key aspects of the food service and hospitality industry and its role in local, state, national, and global economies:

B1.1 Know how the various segments of the industry contribute to local, state, national, and international economies.
B1.2 Analyze the advantages and disadvantages of the working conditions and of various careers in the food service and hospitality industry.
B1.3 Understand the relationship between industry trends and local, state, national, and international economic trends.
B1.4 Distinguish core elements of the food service and hospitality industry from various supporting industries.

B2.0 Students understand the basics of safe work habits, security, and emergency procedures required in food service and hospitality establishments:

B2.1 Understand the basic procedures for the safety of employees and guests, including the procedures for emergency situations.
B2.2 Understand the role of the California Occupational Safety and Health Administration in regulating practices in the food service and hospitality industry.

B2.3 Know the causes, prevention, treatment, and reporting procedures for common accidents.

B2.4 Know the purpose of and information in the material safety data sheets.

B3.0 Students understand the basic principles of sanitation and safe food handling:

B3.1 Understand basic local, state, and federal sanitation regulations as they pertain to food production and service.

B3.2 Know the standards of personal grooming and hygiene required by local, state, and federal health and safety codes.

B3.3 Understand safe and sanitary procedures in all food handling, including food receiving, storage, production, service, and cleanup.

B3.4 Know types of food contamination, the potential causes, including cross-contamination, and methods of prevention.

B3.5 Know the essential principles of Hazard Analysis Critical Control Points, including the use of flow charts.

B3.6 Understand the purpose of and process for required certification (e.g., ServSafe).

B4.0 Students understand the basics of food service and hospitality management:

B4.1 Analyze the relationship of effective management and business procedures to key outcomes, such as profitability, productivity, workplace atmosphere, consumer and guest satisfaction, and business growth.

B4.2 Understand and interpret business plans.

B4.3 Understand the differences in goals and organizational management of various food service businesses.

B4.4 Understand the importance of specific human resource practices and procedures that address workplace diversity, harassment, personal safety, and discrimination.

B4.5 Know the responsibilities of management, such as ensuring safe work practices and conditions and complying with important laws and regulations that affect employment (e.g., wage and hour laws, tenant status, and accommodation of minors).

B5.0 Students understand the basics of systems operations and the importance of maintaining facilities, equipment, tools, and supplies:

B5.1 Understand how various departments in a food service facility contribute to the economic success of a business.

B5.2 Know the procedures for maintaining inventories; ordering food, equipment, and supplies; and storing and restocking supplies.

B5.3 Prioritize tasks and plan work schedules based on budget and personnel.

B5.4 Understand the relationship between facilities management and profit and loss, including the costs of breakage, theft, supplies use, and decisions for repairs or replacement.

B5.5 Know types of materials and supplies used in the maintenance of facilities, including the identification of the hazardous environmental and physical properties of chemicals and the use of material safety data sheets.

B5.6 Understand the procedures for cleaning, maintaining, and repairing facilities and equipment and the importance of preventive maintenance.

B6.0 Students understand and apply the basics of food preparation in professional and institutional kitchens:

- B6.1 Know the qualities and properties of food items and ingredients used in food preparation.
- B6.2 Use, maintain, and store tools, utensils, equipment, and appliances appropriate for preparing a variety of food items.
- B6.3 Know the principle of *mise en place*, including the placement and order of use of ingredients, tools, and supplies.
- B6.4 Prepare food by using the correct techniques and procedures specified in recipes and formulas.
- B6.5 Use plating techniques, including accurate portioning and aesthetic presentation skills.
- B6.6 Plan and follow a food production schedule, including timing and prioritizing of tasks and activities.

B7.0 Students understand and apply the basics of baking, pastry, and dessert preparation in professional and institutional kitchens:

- B7.1 Know the qualities and properties of food items and ingredients used for baked goods, pastries, and desserts.
- B7.2 Use, maintain, and store tools, utensils, equipment, and appliances appropriate for preparing, serving, and storing baked goods, pastries, and desserts.
- B7.3 Know the principle of *mise en place*, including the placement and order of use of ingredients, tools, and supplies to produce baked goods, pastries, and desserts.
- B7.4 Produce baked goods, pastries, and desserts by using correct techniques, procedures, and various finishing techniques.

B8.0 Students understand and apply the essential knowledge and skills for effective customer service:

- B8.1 Understand the importance of customer service to the success of the food service establishment.
- B8.2 Understand the concept of exceptional customer service and know ways of anticipating the needs and desires of customers to exceed their expectations.
- B8.3 Know common customer complaints and the service solutions for preventing or resolving complaints.
- B8.4 Understand the roles of management and employees in effectively meeting the needs of culturally and generationally diverse customers.
- B8.5 Interact with customers in a positive, responsive, and professional manner.

B9.0 Students understand and apply the basic procedures and skills needed for food and beverage service:

- B9.1 Understand the concept of *mise en place* in relation to food and beverage service.

B9.2 Understand the requirements of the duties of various positions, including those of the host/hostess, wait staff, bus person, and others related to opening, closing, change-of-shift, and preparatory work.

B9.3 Use safe, efficient, and proper procedures for setting, serving, maintaining, and busing tables.

B9.4 Use proper techniques for customer service, including greeting, seating, presenting, explaining menu items, and taking customer orders.

B9.5 Use appropriate, effective, and efficient techniques for writing food and beverage orders, relaying orders to the kitchen, coordinating and assembling food orders, preparing and presenting checks to customers, and processing payments.

B10.0 Students understand and apply basic nutritional concepts in meal planning and food preparation:

B10.1 Understand basic nutritional principles and know how to use food preparation techniques that conserve nutrients.

B10.2 Interpret nutritional or ingredient information from food labels and fact sheets and analyze menu items to meet the dietary needs of individuals.

B10.3 Understand the process for creating nutritious, creative, and profitable menus in accord with availability and demand.

B11.0 Students understand and apply the basic processes of costing and cost analysis in food and beverage production and service:

B11.1 Understand the importance and structure of standardized systems, such as the Uniform System of Accounts for Restaurants.

B11.2 Know the components of a profit-and-loss statement.

B11.3 Understand the importance of the menu as the primary source of revenue generation and cost control.

B11.4 Calculate recipe costs and pricing per portion and compare the cost per cover to the theoretical cost.

B11.5 Understand the customer’s perception of value and its relationship to profit and loss.

B12.0 Students understand the fundamentals of successful sales and marketing methods:

B12.1 Understand basic marketing principles for maximizing revenue based on supply and demand.

B12.2 Know the key market segments of the industry and understand how marketing principles and procedures can be applied to target audiences.

B12.3 Understand the various types of entrepreneurial opportunities in the food service industry.

B12.4 Analyze marketing strategies, including promotional selling and upgrading, and their effect on profits.

B12.5 Know methods to develop and maintain long-term customer relations.

C. Hospitality, Tourism, and Recreation Pathway

The Hospitality, Tourism, and Recreation Pathway integrates various facets of the hospitality industry: lodging, travel, and tourism; event planning; theme parks, attractions, and exhibitions; and recreation. Students engaged in this pathway have broad experiences related to the specific industry segments, including industry awareness; organizational management; customer service; sales and marketing; facilities management; lodging; travel destinations; and reservations, ticketing, and itineraries.

C1.0 Students understand key aspects of the hospitality, tourism, and recreation industry and the industry's role in local, state, national, and global economies:

- C1.1 Understand the basic career paths in the industry in relation to personal aptitudes and abilities.
- C1.2 Analyze the economic impact on and contributions of key segments of the industry to local, state, national, and international economies.
- C1.3 Analyze the working conditions of various careers in the hospitality, tourism and recreation industry.
- C1.4 Understand the relationship between industry trends and local, state, national, and international economic trends.
- C1.5 Distinguish core elements of the hospitality, tourism, and recreation industry from various supporting industries.

C2.0 Students understand the basic elements of workforce and organizational management, including the roles and responsibilities of effective management and employees in the industry:

- C2.1 Analyze the relationship of management techniques and appropriate business procedures (e.g., spreadsheets for payroll and inventories, tools for budgeting, recordkeeping, correspondence) to key outcomes (e.g., profitability, productivity, positive work environment, consumer and client satisfaction, business growth, business plans).
- C2.2 Understand how the mission and goals of a business affect operations in the hospitality, tourism, and recreation industry.
- C2.3 Know common safety, security, and emergency policies and procedures used in the hospitality, tourism, and recreation industry to protect guests, visitors, and employees (e.g., safe work practices and conditions, confidentiality of customer information, control of keys, infectious disease control, first aid procedures, emergency training).
- C2.4 Assess the impact of key laws and regulations (e.g., the requirements of the California Occupational Safety and Health Administration and the Americans with Disabilities Act, wage and hour laws, tenant status, and accommodation of minors) that affect accommodations and practices.
- C2.5 Understand the importance of specific human resource practices and procedures that address workplace diversity, harassment, personal safety, and discrimination.

C3.0 Students understand and apply the knowledge and skills essential for effective guest services in the hospitality, tourism, and recreation industry sector:

C3.1 Understand the importance of guest services to the success of the industry.
C3.2 Understand the concept of exceptional guest service.
C3.3 Anticipate the needs, desires, and interests of guests in order to exceed their expectations.
C3.4 Know common guest complaints and the service solutions for preventing or resolving them.
C3.5 Understand the roles of management and employees in effectively meeting the needs of culturally and generationally diverse guests.
C3.6 Interact with guests in a positive, responsive, and professional manner.

C4.0 Students understand key successful sales and marketing methods:

C4.1 Understand basic marketing principles for maximizing revenue based on supply and demand.
C4.2 Analyze marketing strategies, including promotional selling and upgrading, and their effect on profits.
C4.3 Know the key market segments of the hospitality, tourism, and recreation industry.
C4.4 Analyze the way in which basic marketing principles and procedures can be applied to targeting an audience.
C4.5 Understand ways of developing and maintaining long-term guest relationships.

C5.0 Students understand the basics of systems operations and the importance of maintaining facilities, equipment, tools, and supplies:

C5.1 Understand how key departments in a hospitality, tourism, and recreation business contribute to economic success.
C5.2 Know the types of materials and supplies used in the maintenance of facilities, including the identification of the hazardous properties of chemicals and the use of material safety data sheets.
C5.3 Understand the procedures for cleaning, maintaining, and repairing facilities and equipment and the importance of preventive maintenance.
C5.4 Know procedures for maintaining inventories, requisitioning equipment and tools, and storing and restocking supplies.
C5.5 Analyze work to be completed, prioritize tasks, and prepare a schedule to meet facility and personnel needs within an allotted budget.
C5.6 Understand the relationship between facilities management and profit and loss, including the costs of breakage, theft, supplies use, and decisions for repairs or replacement.

C6.0 Students understand and apply procedures for common types of financial transactions:

C6.1 Understand procedures for handling cash transactions, such as balancing cash, handling cash control, converting currency, and identifying counterfeit currency.
C6.2 Understand the procedures for handling noncash transactions (e.g., credit cards, debit cards, ATM cards, money orders, personal checks, coupons, discounts, online transactions).

C6.3 Handle all financial transactions in an accurate, professional, and ethical manner.

C6.4 Know how to identify the impact of theft on the hospitality, tourism, and recreation industry.

C7.0 Students understand the essential aspects of the lodging industry:

C7.1 Distinguish between the segments of the lodging industry, such as motels, resorts, all-suites, extended-stay hotels, convention hotels, boutique hotels, and bed and breakfast facilities.

C7.2 Understand the internal hierarchy and departmental interrelationships of lodging establishments.

C7.3 Understand the requirements of the duties of various positions, including those of front desk and other service providers, as they relate to the functions of the business (e.g., checking guests in and out, greeting, assessing needs, delivering services, and closing the transaction).

C7.4 Know the types of food service offered at various lodging facilities.

C8.0 Students understand the basics of global and domestic physical and cultural geography as they relate to the hospitality, tourism, and recreation industry:

C8.1 Understand fundamental ways in which physical geography, culture, politics, and the economy affect world travel and tourism.

C8.2 Understand the types of basic information that international travelers need (e.g., physical geography, time zones, International Date Line, rights and responsibilities, laws, and customs).

C9.0 Students understand the basic processes of making reservations, ticketing, and developing travel itineraries:

C9.1 Know the characteristics and configurations of common air and rail carriers, cruise ships, and attractions, including the most frequently used codes and terminology for ports of travel.

C9.2 Understand the costs and other travel considerations involved in creating itineraries to meet client needs, including types of travel, types of fares, basic fare codes, costs, penalty charges, and types of accommodations.

C9.3 Understand important travel information, including insurance needs, vehicle rentals, passports, visas, and health documents, as well as how to plan specialty tour packages to fit client needs.

C9.4 Understand the basic purpose, function, and operation of various travel systems and authorities, including the Airline Reporting Corporation, the Federal Aviation Authority, the major centralized reservation systems, and the Computerized Reservation System.

C10.0 Students understand the fundamental purpose and basic organizational structure of a variety of theme parks, attractions, and exhibitions:

C10.1 Analyze the ways in which the purposes of various properties (e.g., entertainment, education, and community relations) affect their financial structure.

C10.2 Understand the internal hierarchy and departmental relationships of theme parks, attractions, or exhibitions.

C10.3 Understand how the various internal departments of theme parks, attractions, or exhibitions interrelate and support each other.

C10.4 Know the purposes, implications, and strategies of special promotions, such as season passes, multiple-day visits, retail items, and discount coupons.

C11.0 Students understand and apply the fundamentals of event planning for a diverse clientele:

C11.1 Understand the purposes and target audiences of various venues.

C11.2 Plan special events (e.g., meetings, trade shows, fairs, conferences) based on specific themes, budgets, agendas, space and security needs, and itineraries.

C11.3 Know how to establish business relationships with a variety of locations, food suppliers, and other vendors.

C11.4 Develop schedules, registration tools, event materials, and programs.

C11.5 Know procedures for the setup of facilities, equipment, and supplies for a meeting.

C11.6 Know the essential procedures for planning, promoting, publicizing, coordinating, and evaluating a program or event.

C12.0 Students understand the value of recreation and the fundamentals of recreational facilities and services:

C12.1 Know the outdoor recreational opportunities that promote physical and mental health.

C12.2 Understand and evaluate the requirements of outdoor recreational businesses, including benefits, risks, required skills, and costs.

C12.3 Know the variety of parklands, wilderness areas, and waterways available for recreation.

C12.4 Understand the departments, functions, and restrictions of public and private parks and recreational facilities and the outdoor recreational programs they offer.

C12.5 Understand how the needs of various clients may be met through appropriate outdoor recreational activities, outdoor experiences, special tours, and environmentally responsible education.

C12.6 Know the types of insurance, licenses, and permits needed for the operation and management of various popular outdoor activities.

Information Technology Industry Sector
Model Curriculum Standards

Information Technology Career Pathways

Information Support and Services
Media Support and Services
Network Communications
Programming and Systems Development

Technology and the growing complexity of businesses have expanded the need for employees who can analyze, design, and manage information. Skills for evaluating data, the ability to work with people, and clear communication are companion components for careers in information technology systems. Employment opportunities for technically and professionally trained persons are outstanding in this emerging career path. After mastering basic technology skills, students can select one of many specializations in the field of technology.

Foundation Standards

1.0 *Academics*

Students understand the academic content required for entry into postsecondary education and employment in the Information Technology sector:

1.1 *Mathematics:*

Specific applications of number sense (grade seven)

(1.1) Read, write, and compare rational numbers in scientific notation (positive and negative powers of 10) with approximate numbers using scientific notation.

(1.2) Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.

(1.3) Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.

(1.4) Differentiate between rational and irrational numbers.

(1.5) Know that every rational number is either a terminating or repeating decimal and be able to convert terminating decimals into reduced fractions.

(1.6) Calculate the percentage of increases and decreases of a quantity.

(1.7) Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.

Specific applications of mathematical reasoning (grade seven)

(2.1) Use estimation to verify the reasonableness of calculated results.

(2.2) Apply strategies and results from simpler problems to more complex problems.

(2.3) Estimate unknown quantities graphically and solve for them by using logical reasoning and arithmetic and algebraic techniques.

(2.4) Make and test conjectures by using both inductive and deductive reasoning.

(2.5) Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.

(2.6) Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.

(2.7) Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.

(2.8) Make precise calculations and check the validity of the results from the context of the problem.

(3.1) Evaluate the reasonableness of the solution in the context of the original situation.

(3.2) Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.

(3.3) Develop generalizations of the results obtained and the strategies used and apply them to new problem situations.

Specific applications of statistics, data analysis, and probability (grade seven)

(1.1) Know various forms of display for data sets, including a stem-and-leaf plot or box-and-whisker plot; use the forms to display a single set of data or to compare two sets of data.

(1.2) Represent two numerical variables on a scatterplot and informally describe how the data points are distributed and any apparent relationship that exists between the two variables (e.g., between time spent on homework and grade level).

(1.3) Understand the meaning of, and be able to compute, the minimum, the lower quartile, the median, the upper quartile, and the maximum of a data set.

Specific applications of Algebra I (grades eight through twelve)

(1.1) Students use properties of numbers to demonstrate whether assertions are true or false.

(5.0) Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.

(13.0) Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.

(15.0) Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

(24.1) Students explain the difference between inductive and deductive reasoning and identify and provide examples of each.

(24.2) Students identify the hypothesis and conclusion in logical deduction.

(24.3) Students use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.

(25.1) Students use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions.

(25.2) Students judge the validity of an argument according to whether the properties of the real number system and the order of operations have been applied correctly at each step.

(25.3) Given a specific algebraic statement involving linear, quadratic, or absolute value expressions or equations or inequalities, students determine whether the statement is true sometimes, always, or never.

1.2 *Science:*

Specific applications of investigation and experimentation (grades nine through twelve)

(1.a) Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.

(1.d) Formulate explanations by using logic and evidence.

1.3 *History–Social Science:*

Specific applications of world history, culture and geography (grade ten)

(10.3.) Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.

(10.3.1) Analyze why England was the first country to industrialize.

(10.3.2) Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).

(10.3.3) Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.

(10.3.4) Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.

(10.3.5) Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.

(10.3.6) Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.

(10.3.7) Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.

Specific application of U.S. history and geography (grade eleven)

(11.11.) Students analyze the major social problems and domestic policy issues in contemporary American society.

(11.11.1) Discuss the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.

(11.11.2) Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy).

(11.11.3) Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.

(11.11.4) Explain the constitutional crisis originating from the Watergate scandal.

(11.11.5) Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.

(11.11.6) Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.

(11.11.7) Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.

Specific application of principles of economics (grade twelve)

(12.1) Students understand common economic terms and concepts and economic reasoning.

(12.1.1) Examine the causal relationship between scarcity and the need for choices.

(12.1.2) Explain opportunity cost and marginal benefit and marginal cost.

(12.1.3) Identify the difference between monetary and nonmonetary incentives and how changes in incentives cause changes in behavior.

(12.1.4) Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.

(12.1.5) Analyze the role of a market economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith).

(12.2) Students analyze the elements of America's market economy in a global setting.

(12.2.1) Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.

(12.2.2) Discuss the effects of changes in supply and/ or demand on the relative scarcity, price, and quantity of particular products.

(12.2.3) Explain the roles of property rights, competition, and profit in a market economy.

(12.2.4) Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.

(12.2.5) Understand the process by which competition among buyers and sellers determines a market price.

(12.2.6) Describe the effect of price controls on buyers and sellers.

(12.2.7) Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.

(12.2.8) Explain the role of profit as the incentive to entrepreneurs in a market economy.

(12.2.9) Describe the functions of the financial markets.

(12.2.10) Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.

(12.3) Students analyze the influence of the federal government on the American economy.

(12.3.1) Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers' rights.

(12.3.2) Identify the factors that may cause the costs of government actions to outweigh the benefits.

(12.3.3) Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels.

(12.3.4) Understand the aims and tools of monetary policy and their influence on economic activity (e.g., the Federal Reserve).

(12.4) Students analyze the elements of the U.S. labor market in a global setting.

(12.4.1) Understand the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the mini-mum wage, and unemployment insurance.

(12.4.2) Describe the current economy and labor market, including the types of goods and services produced, the types of skills workers need, the effects of rapid technological change, and the impact of international competition.

(12.4.3) Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.

(12.4.4) Explain the effects of international mobility of capital and labor on the U.S. economy.

(12.5) Students analyze the aggregate economic behavior of the U.S. economy.

(12.5.1) Distinguish between nominal and real data.

(12.5.2) Define, calculate, and explain the significance of an unemployment rate, the number of new jobs created monthly, an inflation or deflation rate, and a rate of economic growth.

(12.5.3) Distinguish between short-term and long-term interest rates and explain their relative significance.

(12.6) Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States borders.

(12.6.1) Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere.

(12.6.2) Compare the reasons for and the effects of trade restrictions during the Great Depression compared with present-day arguments among labor, business, and political leaders over the effects of free trade on the economic and social interests of various groups of Americans.

(12.6.3) Understand the changing role of international political borders and territorial sovereignty in a global economy.

(12.6.4) Explain foreign exchange, the manner in which exchange rates are determined, and the effects of the dollar's gaining (or losing) value relative to other currencies.

2.0 *Communications*

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts:

2.1 *Reading:*

Specific applications of English–language arts (grades nine and ten)

(2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

(2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

(2.3) Generate relevant questions about readings on issues that can be researched.

(2.4) Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.

(2.5) Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

(2.6) Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).

(2.7) Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

Specific applications of English–language arts (grades eleven and twelve)

(2.3) Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

2.2 *Writing:*

Specific applications of English–language arts (grades nine and ten)

(1.3) Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.

(1.4) Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).

(1.5) Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).

(1.6) Integrate quotations and citations into a written text while maintaining the flow of ideas.

(1.7) Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., *Modern Language Association Handbook, The Chicago Manual of Style).*

(1.8) Design and publish documents by using advanced publishing software and graphic programs.

b. Convey information and ideas from primary and secondary sources accurately and coherently.

(2.3) Write expository compositions, including analytical essays and research reports:

a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
b. Convey information and ideas from primary and secondary sources accurately and coherently.
c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
f. Use technical terms and notations accurately.

(2.4) Write persuasive compositions:

a. Structure ideas and arguments in a sustained and logical fashion.
b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
d. Address readers’ concerns, counterclaims, biases, and expectations.

(2.5) Write business letters:

a. Provide clear and purposeful information and address the intended audience appropriately.
b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
c. Highlight central ideas or images.
d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.

(2.6) Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):

a. Report information and convey ideas logically and correctly.
b. Offer detailed and accurate specifications.
c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
d. Anticipate readers' problems, mistakes, and misunderstandings.

Specific applications of English–language arts (grades eleven and twelve)

(1.1) Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

(1.3) Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

(1.6) Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

(2.5) Write job applications and resumes:

a. Provide clear and purposeful information and address the intended audience appropriately.
b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
c. Modify the tone to fit the purpose and audience.
d. Follow the conventional style for that type of document (e.g., resume, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

(2.6) Deliver multimedia presentations:

a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
b. Select an appropriate medium for each element of the presentation.
c. Use the selected media skillfully, editing appropriately and monitoring for quality.
d. Test the audience's response and revise the presentation accordingly.

2.3 *Listening and Speaking:*

Specific applications of English–language arts (grade nine and ten)

(1.1) Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.

(1.2) Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.

(1.3) Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.

(1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.

(2.3) Apply appropriate interviewing techniques:

a. Prepare and ask relevant questions.
b. Make notes of responses.
c. Use language that conveys maturity, sensitivity, and respect.

d. Respond correctly and effectively to questions.
e. Demonstrate knowledge of the subject or organization.
f. Compile and report responses.
g. Evaluate the effectiveness of the interview.

(2.4) Deliver oral responses to literature:

a. Advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages (i.e., make and support warranted assertions about the text).
b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

(2.5) Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):

a. Structure ideas and arguments in a coherent, logical fashion.
b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).
c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
d. Anticipate and address the listener's concerns and counterarguments.

(2.6) Deliver descriptive presentations:

a. Establish clearly the speaker's point of view on the subject of the presentation.
b. Establish clearly the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement).
c. Use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details.

Specific applications of English–language arts (grades eleven and twelve)

(2.4) Deliver multimedia presentations:

a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
b. Select an appropriate medium for each element of the presentation.
c. Use the selected media skillfully, editing appropriately and monitoring for quality.
d. Test the audience's response and revise the presentation accordingly.

2.4 *Written and Oral English Language Conventions:*

Specific applications of English–language arts (grades nine and ten)

(1.1) Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).

(1.2) Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).

(1.3) Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

(1.4) Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

(1.5) Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.

2.5 Students understand written business communication modes, such as memos, e-mail messages, one-page executive summaries, and so forth.

3.0 *Career Planning and Management*

Students understand how to make effective decisions, use information about careers, and manage personal career plans:

3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.
3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.
3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.
3.6 Know key strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and portfolio preparation.
3.7 Explore career opportunities in business through such programs as virtual enterprise, work experience, and internships.

4.0 *Technology*

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.

4.2 Understand the use of technological resources to access, manipulate, and produce information, products, and services.
4.3 Understand the influence of current and emerging technology on selected segments of the economy.
4.4 Understand effective technologies used in Web site development and Internet usage.
4.5 Know procedures for maintaining secure information, preventing loss, and reducing risk.

5.0 *Problem Solving and Critical Thinking*

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem solving techniques:

5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
5.2 Understand the universal, systematic problem-solving model that incorporates input, process, outcome, and evaluation components.
5.3 Use critical thinking skills to make informed decisions and solve problems.
5.4 Understand how financial systems and tools are used to solve business problems.

6.0 *Health and Safety*

Students understand health and safety policies, procedures, regulations, and practices, including equipment and hazardous material handling:

6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
6.2 Understand critical elements for health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.
6.3 Understand the environmental and ergonomic risks associated with the use of business equipment and the financial impact of an unsafe work environment.

7.0 *Responsibility and Flexibility*

Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.
7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
7.3 Understand the need to adapt to varied roles and responsibilities.
7.4 Understand that individual actions can affect the larger community.

8.0 *Ethics and Legal Responsibilities*

Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

8.1 Know major local, district, state, and federal regulatory agencies and entities that affect industry and how they enforce laws and regulations.
8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.

8.3 Understand the role of personal integrity and ethical behavior in the workplace.
8.4 Understand major local, state, and federal laws and regulations that affect business as well as the procedural requirements necessary for compliance.
8.5 Know how to design systems and applications to allow access to all users, including those with cultural, physical, and cognitive differences.

9.0 *Leadership and Teamwork*

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
9.2 Understand the ways in which preprofessional associations, such as DECA—A Marketing Association and Future Business Leaders of America (FBLA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
9.3 Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.
9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and the attitudes and feelings of others.

10.0 *Technical Knowledge and Skills*

Students understand the essential knowledge and skills common to all pathways within the Information Technology sector:

10.1 Know how to use a variety of business- and industry-standard software and hardware, including major proprietary and open standards.
10.2 Understand the information technology components of major business functions (e.g., marketing, accounting, and human resource management) and their interrelationships.
10.3 Understand the economic effects of technology on a business in the global marketplace.
10.4 Know how financial systems and tools are used to perform business transactions through the use of technology.
10.5 Use technology and electronic media to manage the work flow and to provide feedback.
10.6 Understand the interrelationships between hardware components and supportive software.
10.7 Analyze the functions, features, and limitations of different operating systems, environments, applications, and utilities.
10.8 Know how to use appropriate help resources (e.g., help desks, online help, and manuals) to install, configure, upgrade, diagnose, and repair operating systems, environments, applications, and utilities.

11.0 *Demonstration and Application*

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

Pathway Standards

A. Information Support and Services Pathway

Students in the Information Support and Services Pathway prepare for careers that involve the implementation of computer services and software, the provision of technical assistance, and the creation of technical documentation and management of information systems. Mastery of information technologies is the foundation for all successful business organizations today. Persons with expertise in information support and services are in high demand for a variety of positions in business and industry.

A1.0 Students understand the potential impact of information systems in different organizations:

- A1.1 Evaluate the systems-development life cycle and develop appropriate plans to maintain a given system after assessing its impact on resources.
- A1.2 Evaluate support needs for different data and systems configurations.
- A1.3 Understand the necessity of and procedures for communicating and documenting technical support provided.

A2.0 Students understand the process of systems implementation:

- A2.1 Understand how to develop the purpose and scope of a systems project.
- A2.2 Understand the criteria and processes for evaluating the functions of information systems.

A2.3 Know the processes needed to install and maintain systems.
A2.4 Know appropriate documentation support for information systems.

A3.0 Students understand key aspects of project management:

A3.1 Analyze business problems by using functional and cost-benefit perspectives.
A3.2 Know common organizational, technical, and financial risks associated with the implementation and use of systems.
A3.3 Know the functions of various tools used to manage projects involving the development of information systems.

A4.0 Students understand the process necessary to accomplish a task by using effective resource management:

A4.1 Know how to acquire, use, and manage both internal and external resources needed when supporting various organizational systems.
A4.2 Understand how to identify and integrate various organizational systems to achieve maximum efficiency and effectiveness.

A5.0 Students understand the dynamics of systems management and control:

A5.1 Know appropriate policies and procedures to ensure the security and integrity of management systems.
A5.2 Investigate, evaluate, select, and use major types of systems applications and vendors, including retail, manufacturing, and service management.

A6.0 Students understand how training and support ensure efficient, productive systems operations:

A6.1 Analyze technical support needs.
A6.2 Use technical writing and communication skills to work effectively with diverse groups of people.
A6.3 Understand the principles of a customer-oriented service approach to users.

A7.0 Students understand software applications and life-cycle phases:

A7.1 Know common industry-standard software and its applications.
A7.2 Evaluate the effectiveness of software to solve specific problems.
A7.3 Know a variety of sources for reference materials (e.g., online help, vendors' Web sites, online discussion groups, tutorials, and manuals).
A7.4 Diagnose and solve software application problems.
A7.5 Know current and emerging industry-standard technology and trends.

A8.0 Students understand the importance of reading, writing, and comprehending documentation in a technical environment:

A8.1 Know appropriate search procedures for different types of information, sources, and queries.
A8.2 Evaluate the accuracy, relevance, and comprehensiveness of retrieved information.
A8.3 Analyze the effectiveness of online information resources to support collaborative tasks, research, publications, communications, and increased productivity.

A9.0 Students understand and implement quality assurance processes:

- A9.1 Know the characteristics and functions of available quality assurance tools and procedures for a variety of situations.
- A9.2 Understand techniques for optimizing quality assurance processes.

A10.0 Students understand and implement database management systems:

- A10.1 Know the variety of data types that are stored in database management systems.
- A10.2 Understand the ways in which tools for developing applications can be used to create information systems.
- A10.3 Understand the various structures appropriate for specific applications within database management systems.
- A10.4 Understand the development process of database schema.
- A10.5 Understand the possibilities for and limitations of converting data between databases and various applications.

B. Media Support and Services Pathway

Students in the Media Support and Services Pathway prepare for careers that involve creating, designing, and producing multimedia products and services, including the development of digitally generated or computer-enhanced media used in business. Organizations of all types and sizes use digital media (e.g., CDs, DVDs, Web sites) to communicate with existing and potential customers. Media support experts can find jobs in organizations doing such work as creating e-business Web sites.

B1.0 Students understand the effective use of tools for media production, development, and project management:

- B1.1 Know the basic functions of media design software, such as keyframe animation, two-dimensional design, and three-dimensional design.
- B1.2 Use appropriate software to design and produce professional-quality images, documents, and presentations.
- B1.3 Analyze the purpose of the media to determine the appropriate file format and level of compression.
- B1.4 Analyze media and develop strategies that target the specific needs and desires of the audience.
- B1.5 Understand the development and management process of a show (e.g., television programs, musicals, and radio programs).
- B1.6 Know the basic design elements necessary to produce effective print, video, audio, and Web-based media.
- B1.7 Use technical skills (e.g., pagination, printing, folding, cutting, and binding) to produce publishable materials.

B2.0 Students understand the effective use of communication software to access and transmit information:

- B2.1 Know multiple ways in which to transfer information and resources (e.g., text, data, sound, video, and still images) between software programs and systems.
- B2.2 Understand the differences between various Internet protocols (e.g., http, ftp, mailto, and telnet).

B2.3 Use multiple online search techniques and resources to acquire information.
B2.4 Know the appropriate ways to validate and cite Internet resources.

B3.0 Students understand the use of different types of peripherals and hardware appropriate to media and technology:

B3.1 Understand the appropriate peripherals and hardware needed to achieve maximum productivity for various projects.
B3.2 Know how to identify and integrate various types of peripherals and hardware to meet project requirements.
B3.3 Use various types of audio and video equipment (e.g., digital cameras, recorders, scanners, Web cams, and CD and DVD recorders), as appropriate, for different projects.
B3.4 Understand the types of media storage and the use of appropriate file formats, and know how to convert data between media and file formats.

B4.0 Students apply technical and interpersonal skills and knowledge to support the user:

B4.1 Use a logical and structured approach to isolate and identify problem sources and to resolve problems.
B4.2 Know the available resources for identifying and resolving problems.
B4.3 Use technical writing and communication skills to work effectively with diverse groups of people.
B4.4 Understand the principles of a customer-oriented service approach to users.

B5.0 Students understand and apply knowledge of effective Web page design and management:

B5.1 Understand the purpose, scope, and development of a Web site.
B5.2 Know the relative features, strengths, and weaknesses of different authoring programs and cross-platform issues.
B5.3 Use industry-standard programs to produce a Web-based business operation or simulation.
B5.4 Know the tools needed to enable multimedia capabilities (e.g., still images, animated graphics, sound, and video) for Web sites.
B5.5 Know strategies for optimizing Web design for fast delivery and retrieval.
B5.6 Know the tools needed to enable databases to collect data from Web site visitors (e.g., how to create forms and create a database of collected information and how to manage an online database) and the tools needed for general Web site management, including basic HTML coding, Web site statistical tracking, standard scripting languages, and advanced communications protocols.
B5.7 Know the full process of Web hosting, including registering domain names, setting up Web hosting, setting up e-mail addresses, and recognizing privacy issues.
B.5.8 Understand the hardware (server) and software required for Web hosting.
B5.9 Know the tools and process for registering Web sites with search directories and engines and for enabling e-commerce capabilities (e.g., sell products, create a shopping cart, and handle credit card transactions).
B5.10 Differentiate among various versions of Internet programming languages.

C. Network Communications Pathway

Students in the Network Communications Pathway prepare for careers that involve network analysis, planning, and implementation, including the design, installation, maintenance, and management of network systems. The successful establishment and maintenance of information technology infrastructure is critical to the success of almost every twenty-first-century organization. Employment continues to grow for persons with expertise in network communications.

C1.0 Students understand how to identify and analyze the customer's organizational network system needs and requirements:

- C1.1 Evaluate emerging products, services, and business models in relation to the creation, setup, and management of network communication products and services.
- C1.2 Evaluate, create, and process voice, video, and data transmissions.
- C1.3 Understand the effective management of human, financial, and communications resources from the standpoints of the user and the provider.
- C1.4 Diagram physical and logical layouts of network communication systems.

C2.0 Students understand and use various types of networking models:

- C2.1 Know the types of networks and their features and applications.
- C2.2 Know how to implement a functional wired and wireless network, including the installation and configuration of components, software, and plug-ins.
- C2.3 Understand the functions of various network devices, including network connectivity hardware.
- C2.4 Distinguish between the topologies and protocols of local area networks and those of wide area networks.
- C2.5 Understand the differences between various network environments (e.g., peer-to-peer, client-server, thin client, n-tier, internetworks, intranets, and extranets).
- C2.6 Evaluate, select, and deploy a variety of network architectures and protocols.
- C2.7 Apply appropriate technologies to improve network performance.
- C2.8 Identify, analyze, and evaluate emerging communications technologies for use in organizations.

C3.0 Students understand network maintenance and user-support services:

- C3.1 Know common customer policies and procedures, including those for management and escalation of incidents.
- C3.2 Understand the security procedures necessary to maintain and support a network.
- C3.3 Know the functions of common help-desk tools and resources, such as incident tracking, knowledge database, and staffing.
- C3.4 Understand effective methods of disseminating information and instruction to users.

C4.0 Students understand network project management:

- C4.1 Analyze network system interdependencies and constraints.

C4.2 Understand the processes used in managing and maintaining various types of electronic networks.

C4.3 Understand implications of key protocols and international standards and their impact on data transmission.

C5.0 Students understand network communication applications and infrastructure:

C5.1 Know the appropriate uses of communication services, products, and applications.

C5.2 Use a variety of online services (e.g., purchasing, selling, tracking, communicating, banking, and investing).

C5.3 Evaluate the features of communications software products in terms of their appropriateness to organizational tasks.

C5.4 Configure compatible systems across various platforms and types of media.

C6.0 Students understand network administration through the monitoring of the information and network systems:

C6.1 Understand the importance of classifying appropriate monitoring devices and procedures for quick identification and prevention of security violations.

C6.2 Know policies and procedures for routine administration (e.g., user agreement, incident reporting, and recovery for users).

C6.3 Know common potential risks and entrance points, including internal and external risks, and the tools used to neutralize them (e.g., firewalls; monitoring; and antivirus, spyware, and spam protection).

C6.4 Know common techniques for disaster prevention and recovery.

D. Programming and Systems Development Pathway

Students in the Programming and Systems Development Pathway prepare for careers that involve the design, development, and implementation of computer systems and software. Those careers require knowledge of computer operating systems, programming languages, and software development. Persons with expertise in programming and software development work with cutting-edge technologies to develop tomorrow's products for use by businesses and consumers.

D1.0 Students understand the strategies necessary to define and analyze systems and software requirements:

D1.1 Develop information technology-based strategies and project plans to solve specific problems.

D1.2 Know how systems and software requirements are determined in various situations.

D1.3 Know the effective use of tools for software development.

D1.4 Know the software development process.

D2.0 Students understand programming languages:

D2.1 Know the fundamentals of programming languages and concepts.

D2.2 Compare programs by using control structures, procedures, functions, parameters, variables, error recovery, and recursion.

D2.3 Understand digital logic, machine-level representation of data, memory-system organization, and use of assembly-level programming architecture.

D3.0 Students understand the creation and design of a software program:

- D3.1 Analyze customers' needs and requirements for software.
- D3.2 Know how specifications and codes are developed for new and existing software applications.
- D3.3 Understand the abstract organization of information and how programs maintain the properties of the data structure while they perform such operations as search, insert, or load-balancing.
- D3.4 Know multiple ways in which to store, retrieve, and access information.
- D3.5 Understand how to track software versions.

D4.0 Students understand the process of testing, debugging, and maintaining programs to meet specifications:

- D4.1 Know the steps involved in the software-testing process.
- D4.2 Know the methodologies of program maintenance to preserve intended program applications and the operation of scheduled batch jobs and real-time jobs.
- D4.3 Know how different systems and associated utilities perform such functions as file management, backup and recovery, and execution of programs.
- D4.4 Understand the differences between simple and multiuser operating systems.

D5.0 Students understand the importance of quality assurance tasks in producing effective and efficient products:

- D5.1 Know the standards and requirements for software quality assurance.
- D5.2 Know common quality assurance tasks and their place in the development process.
- D5.3 Understand the ways in which specification changes and technological advances can require the modification of programs.
- D5.4 Know various sorting and searching methods and their comparative advantages.
- D5.5 Know the characteristics of reliable, effective, and efficient products.

D6.0 Students understand the importance of effective interfaces in the interaction between humans and computer systems:

- D6.1 Understand how to support access, privacy, and high ethical standards in computing.
- D6.2 Use knowledge of cognitive, physical, and social interactions to create and design user-friendly computer practices and applications that meet the needs of the market.

Manufacturing and Product Development Industry Sector

Model Curriculum Standards

Manufacturing and Product Development Career Pathways

Graphic Arts Technology
Integrated Graphics Technology
Machine and Forming Technology
Welding Technology

The Manufacturing and Product Development sector provides a foundation in manufacturing processes and systems, including machine tool, welding, graphic communications, and graphic design, for secondary students in California. Students engage in an instructional program that integrates academic and technical preparation with a focus on career awareness, career exploration, and skill preparation in four pathways. The pathways emphasize real-world, occupationally relevant experiences of significant scope and depth in manufacturing and in graphic communication. The knowledge and skills are acquired within a sequential, standards-based pathway program that integrates hands-on, project-based, and work-based instruction as well as internship, community classroom, work experience, apprenticeship, and cooperative career technical education. Standards included in the Manufacturing and Product Development sector are designed to prepare students for technical training, postsecondary education, and entry to a career.

Foundation Standards

1.0 *Academics*

Students understand the academic content required for entry into postsecondary education and employment in the Manufacturing and Product Development sector:

1.1 *Mathematics:*

Specific applications of number sense (grade seven)

(1.1) Read, write, and compare rational numbers in scientific notation (positive and negative powers of 10) with approximate numbers using scientific notation.

(1.2) Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.

(1.3) Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.

(1.4) Differentiate between rational and irrational numbers.

(1.5) Know that every rational number is either a terminating or repeating decimal and be able to convert terminating decimals into reduced fractions.

(1.6) Calculate the percentage of increases and decreases of a quantity.

(1.7) Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.

Specific applications of mathematical reasoning (grade seven)

(2.1) Use estimation to verify the reasonableness of calculated results.

(2.2) Apply strategies and results from simpler problems to more complex problems.

(2.3) Estimate unknown quantities graphically and solve for them by using logical reasoning and arithmetic and algebraic techniques.

(2.4) Make and test conjectures by using both inductive and deductive reasoning.

(2.5) Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.

(2.6) Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.

(2.7) Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.

(2.8) Make precise calculations and check the validity of the results from the context of the problem.

(3.1) Evaluate the reasonableness of the solution in the context of the original situation.

(3.2) Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.

(3.3) Develop generalizations of the results obtained and the strategies used and apply them to new problem situations.

Specific applications of measurement and geometry (grade seven)

(2.4) Relate the changes in measurement with a change of scale to the units used (e.g., square inches, cubic feet) and to conversions between units (1 square foot = 144 square inches or [1 ft^2] = [144 in^2], 1 cubic inch is approximately 16.38 cubic centimeters or [1 in^3] = [16.38 cm^3]).

Specific applications of statistics, data analysis, and probability (grade seven)

(1.3) Understand the meaning of, and be able to compute, the minimum, the lower quartile, the median, the upper quartile, and the maximum of a data set.

Specific applications of Algebra I (grades eight through twelve)

(1.1) Students use properties of numbers to demonstrate whether assertions are true or false.

(5.0) Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.

(6.0) Students graph a linear equation and compute the *x*- and *y*- intercepts (e.g., graph $2x + 6y = 4$). They are also able to sketch the region defined by linear inequality (e.g., they sketch the region defined by $2x + 6y < 4$).

(8.0) Students understand the concepts of parallel lines and perpendicular lines and how those slopes are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point.

(10.0) Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.

(12.0) Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.

(15.0) Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

Specific applications of geometry (grade eight through twelve)

(8.0) Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.

(16.0) Students perform basic constructions with a straightedge and compass, such as angle bisectors, perpendicular bisectors, and the line parallel to a given line through a point off the line.

(19.0) Students use trigonometric functions to solve for an unknown length of a side of a right triangle, given an angle and a length of a side.

1.2 *Science:*

Specific applications of investigation and experimentation (grades nine through twelve)

(1.a) Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.

(1.d) Formulate explanations by using logic and evidence.

Specific applications of physics (grades nine through twelve)

(3.a) Students know heat flow and work are two forms of energy transfer between systems.

(3.f) Students know the statement “Entropy tends to increase” is a law of statistical probability that governs all closed systems (second law of thermodynamics).

(3.g) Students know how to solve problems involving heat flow, work, and efficiency in a heat engine and know that all real engines lose some heat to their surroundings.

(5.a) Students know how to predict the voltage or current in simple direct current (DC) electric circuits constructed from batteries, wires, resistors, and capacitors.

(5.b) Students know how to solve problems involving Ohm's law.

1.3 *History–Social Science:*

Specific applications of U.S. history and geography (grade eleven)

(11.5.7) Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.

(11.7.6) Describe major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources.

(11.8.7) Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.

(11.11.3) Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.

1.4 *Visual and Performing Arts:*

Specific applications of visual arts at the **proficient** level (grades nine through twelve)

(2.3) Develop and refine skill in the manipulation of digital imagery (either still or video).

Specific applications of visual arts at the **advanced** level (grades nine through twelve)

(5.3) Prepare portfolios of their original works of art for a variety of purposes (e.g., review for postsecondary application, exhibition, job application, and personal collection).

2.0 *Communications*

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts:

2.1 *Reading*:

Specific applications of English–language arts (grades nine and ten)

(2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

(2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

(2.6) Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).

Specific applications of English–language arts (grades eleven and twelve)

(2.3) Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

2.2 *Writing:*

Specific applications of English–language arts (grade eight)

(1.4) Plan and conduct multiple-step information searches by using computer networks and modems.

(1.5) Achieve an effective balance between researched information and original ideas.

(1.6) Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.

Specific applications of English–language arts (grades nine through ten)

(1.3) Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.

(1.4) Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).

(1.5) Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).

(1.6) Integrate quotations and citations into a written text while maintaining the flow of ideas.

(1.7) Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., *Modern Language Association Handbook, The Chicago Manual of Style).*

(1.8) Design and publish documents by using advanced publishing software and graphic programs.

(2.3) Write expository compositions, including analytical essays and research reports:

a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
b. Convey information and ideas from primary and secondary sources accurately and coherently.
c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
f. Use technical terms and notations accurately.

(2.6) Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):

a. Report information and convey ideas logically and correctly.
b. Offer detailed and accurate specifications.
c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
d. Anticipate readers' problems, mistakes, and misunderstandings.

Specific applications of English–language arts (grades eleven and twelve)

(1.6) Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

(1.7) Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).

(1.8) Integrate databases, graphics, and spreadsheets into word-processed documents.

(2.5) Write job applications and resumes:

a. Provide clear and purposeful information and address the intended audience appropriately.
b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
c. Modify the tone to fit the purpose and audience.
d. Follow the conventional style for that type of document (e.g., resume, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

(2.6) Deliver multimedia presentations:

a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
b. Select an appropriate medium for each element of the presentation.

c. Use the selected media skillfully, editing appropriately and monitoring for quality.
d. Test the audience's response and revise the presentation accordingly.

2.3 *Listening and Speaking:*

Specific applications of English–language arts (grade eight)

(1.1) Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.

(1.2) Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.

(1.3) Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.

(1.4) Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.

(1.5) Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.

(1.6) Use appropriate grammar, word choice, enunciation, and pace during formal presentations.

(1.7) Use audience feedback (e.g., verbal and nonverbal cues):

(1.7.a) Reconsider and modify the organizational structure or plan.

(1.7.b) Rearrange words and sentences to clarify the meaning.

(1.8) Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).

(1.9) Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.

(2.1) Deliver narrative presentations (e.g., biographical, autobiographical):

a. Relate a clear, coherent incident, event, or situation by using well-chosen details.
b. Reveal the significance of, and the subject's attitude about, the incident, event, or situation.
c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).

(2.2) Deliver oral responses to literature:

a. Interpret a reading and provide insight.

b. Connect the students' own responses to the writer's techniques and to specific textual references.
c. Draw supported inferences about the effects of a literary work on its audience.
d. Support judgments through references to the text, other works, other authors, or personal knowledge.

(2.3) Deliver research presentations:

a. Define a thesis.
b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic, as appropriate.
c. Use a variety of primary and secondary sources and distinguish the nature and value of each.
d. Organize and record information on charts, maps, and graphs.

(2.4) Deliver persuasive presentations:

a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).
b. Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning.
c. Anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements.
d. Maintain a reasonable tone.

(2.5) Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures expressively to enhance the meaning.

Specific applications of English–language arts (grades nine and ten)

(2.2) Deliver expository presentations:

a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
b. Convey information and ideas from primary and secondary sources accurately and coherently.
c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.
f. Use technical terms and notations accurately.

(2.5) Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):

a. Structure ideas and arguments in a coherent, logical fashion.

b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).
c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
d. Anticipate and address the listener's concerns and counterarguments.

Specific applications of English–language arts (grades eleven and twelve)

(1.8) Use effective and interesting language, including:

a. Informal expressions for effect
b. Standard American English for clarity
c. Technical language for specificity

(2.2) Deliver oral reports on historical investigations:

a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
d. Include information on all relevant perspectives and consider the validity and reliability of sources.

(2.4) Deliver multimedia presentations:

a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
b. Select an appropriate medium for each element of the presentation.
c. Use the selected media skillfully, editing appropriately and monitoring for quality.
d. Test the audience's response and revise the presentation accordingly.

2.4 *Written and Oral English Language Conventions:*

Specific applications of English–language arts (grade eight)

(1.4) Edit written manuscripts to ensure that correct grammar is used.

(1.5) Use correct punctuation and capitalization.

(1.6) Use correct spelling conventions.

Specific applications of English–language arts (grades eleven and twelve)

(1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.

2.5 *Multimedia:*

Understand the importance of technical and computer-aided design, drawing, and graphic technologies essential to the language of the industry; read, interpret, and create drawings, sketches, and schematics by using engineering and design industry conventions and standards; interpret and understand detailed information provided from technical documents, both print and electronic, and experienced people; and use computers, calculators, multimedia equipment, and other devices in a variety of applications.

3.0 *Career Planning and Management*

Students understand how to make effective decisions, use career information, and manage personal career plans:

3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.
3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.
3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.
3.6 Know key strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and portfolio preparation.

4.0 *Technology*

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.
4.2 Understand the use of technological resources to access, manipulate, and produce information, products, and services.
4.3 Understand the influence of current and emerging technology on selected segments of the economy.
4.4 Understand how the stability of a technological system is influenced by all of the components in the system.
4.5 Understand manufacturing-related concepts and the applications of technological (systems) literacy and technical (craft) skill.

5.0 *Problem Solving and Critical Thinking*

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:

5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.

5.2 Understand the universal, systematic problem-solving model that incorporates input, process, outcome, and feedback components.
5.3 Use critical thinking skills to make informed decisions and solve problems.

6.0 *Health and Safety*

Students understand health and safety policies, procedures, regulations, and practices, including equipment and hazardous material handling:

6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
6.2 Understand critical elements for health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.
6.3 Know how to safely and appropriately handle, store, transport, transform, and dispose of hazardous and nonhazardous materials and chemicals in the school manufacturing facility.
6.4 Understand the safe and appropriate use of tools and equipment in the school manufacturing facility.
6.5 Understand key rules and responsibilities of various governmental safety agencies and their relationship to manufacturing industries.
6.6 Know the health and safety precautions and rules essential to a person's health and well-being.

7.0 *Responsibility and Flexibility*

Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.
7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
7.3 Understand the need to adapt to varied roles and responsibilities.
7.4 Understand that individual actions can affect the larger community.

8.0 *Ethics and Legal Responsibilities*

Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

8.1 Know major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.
8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.
8.3 Understand the role of personal integrity and ethical behavior in the workplace.
8.4 Practice ethical and legal behavior consistent with workplace standards.

9.0 *Leadership and Teamwork*

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
9.2 Understand the ways in which preprofessional associations, such as SkillsUSA, and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
9.3 Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.
9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

10.0 *Technical Knowledge and Skills*

Students understand the essential knowledge and skills common to all pathways in the Manufacturing and Product Development sector:

10.1 Use and maintain tools, equipment, systems, and products common to the school manufacturing facility.
10.2 Know the processes for acquiring and storing industrial materials as well as for allocating time and space efficiently.
10.3 Understand that quality control is a planned process to ensure that a product, service, or system meets established criteria.
10.4 Understand the role of manufacturing sector industries in the California economy.
10.5 Complete a comprehensive working sketch and drawing of a product to be produced.
10.6 Apply the design process in the development, evaluation, and refinement of a manufacturing product prototype.
10.7 Understand how graphic arts processes produce visual images to inform, educate, and serve manufacturing and personal needs.
10.8 Understand how manufacturing systems and processes transform and add value to industrial materials.
10.9 Understand the characteristics of various nonprint media, using current technologies available to school manufacturing facilities.
10.10 Understand the need to participate in sector-related professional improvement activities, SkillsUSA, other career technical education leadership and skill associations, and related career pathway specializations.
10.11 Understand the need to obtain and maintain industry-standard, technical certifications significant to an industry sector.

11.0 *Demonstration and Application*

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

Pathway Standards

A. Graphic Arts Technology Pathway

The Graphic Arts Technology Pathway provides students with an understanding of manufacturing processes and systems common to careers in graphic arts and printing technology.

Representative topics include the printing enterprise, art and copy preparation, graphic design, image generation and assembly, reproduction photography, graphic reproduction operations, binding, and finishing related to digital imaging, lithography, and screen printing.

A1.0 Students understand the application of basic graphic art design principles to achieve specific goals:

- A1.1 Produce sketches, rough layouts, and comprehensive layouts for a printed product by using design principles to guide the process.
- A1.2 Evaluate graphic arts copies, designs, and layouts for proper grammar, punctuation, and adherence to specifications.

A2.0 Students understand graphic arts functions and copy preparation, including applications of desktop publishing and electronic imaging software:

- A2.1 Know variables related to graphic art and copy preparation.
- A2.2 Know how to produce single and multicolor images used for reproducing printed products.
- A2.3 Know desktop publishing and electronic imaging software principles and processes used to prepare graphic arts products.
- A2.4 Produce a printed product with the use of desktop publishing and electronic imaging software.

A3.0 Students understand image generation processes and procedures required to reproduce single-color and multicolor printing:

- A3.1 Know the principles and processes used to prepare artwork for graphic art reproduction.
- A3.2 Produce line, halftone, and special-effect images required for graphic art reproduction products.

A4.0 Students understand the processes and procedures involved in producing image carriers for the reproduction of single-color and multicolor products:

- A4.1 Understand the process for creating image carriers for graphic art reproduction and printing.
- A4.2 Produce image carriers for single-color and multicolor products.

A5.0 Students understand the functions, processes, and procedures required for the reproduction of printed products and the factors affecting the image transfer process:

- A5.1 Know how various processes may be used to produce multiple-imaged copies.
- A5.2 Understand the variables that affect the image transfer process.
- A5.3 Produce single-color and multicolor products with a minimum of waste.

A6.0 Students understand the binding and finishing processes:

- A6.1 Know the functions and importance of binding and finishing operations in the production of printed products.
- A6.2 Bind and finish notepads, brochures, booklets, business cards, and other printed products.

A7.0 Students understand the screen-printing process:

A7.1 Know the materials and operations used in screen printing.
A7.1 Know various applications of screen printing.
A7.1 Print products on various substrates by using appropriate inks and procedures.

A8.0 Students understand contemporary photography and its applications:

A8.1 Understand current photographic technologies, processes, and materials used in the graphic arts.
A8.1 Produce black-and-white and color images under natural and studio lighting conditions.

A9.0 Students understand the proper health and safety procedures and guidelines for the graphic arts environment, including the storage and recycling of raw materials and waste products:

A9.1 Understand the health and safety precautions required in graphic communications laboratories.
A9.2 Know the Occupational Safety and Health Administration rules and procedures for storing and using graphic arts materials and chemicals, the classification of recorded graphic arts environment fires, and fire-fighting treatments for those classifications.
A9.3 Know the rules and responsibilities of the various governmental safety agencies that regulate and influence the graphics arts manufacturing industry.

B. Integrated Graphics Technology Pathway

The Integrated Graphics Technology Pathway provides students with an understanding of the manufacturing processes and systems common to careers in integrated graphics technology. Representative topics include integrated text, graphic, audio, video, and animation enterprises; composition and imaging; on-demand publishing; desktop publishing; integrated graphic design; digital imaging; color separation theory; communication technics (e.g., PhotoShop); electronic prepress; electronic image assembly; analog and digital video; integrated graphic media distribution; and integrated graphic media protection and storage.

B1.0 Students understand the application of basic integrated graphic design principles to achieve specific goals:

B1.1 Produce sketches, rough layouts, and comprehensive layouts for an integrated graphic product, using design principles to guide the process.
B1.2 Evaluate integrated graphic multimedia designs and layouts for proper grammar, punctuation, and adherence to specifications.

B2.0 Students understand integrated graphic multimedia functions and applications of electronic imaging software:

B2.1 Know electronic imaging software principles and processes used to prepare integrated graphic multimedia products.
B2.2 Produce an integrated graphic multimedia product by using electronic imaging software.

B3.0 Students understand contemporary photography and its applications in integrated graphic multimedia processes and systems:

B3.1 Understand current photographic technologies, processes, and materials used in the integrated graphic multimedia industry.

B3.2 Produce black-and-white and color images under natural and studio lighting conditions.

B4.0 Students understand contemporary video production:

B4.1 Know current video technologies, processes, and procedures used in producing videos.

B4.2 Understand the process for producing a comprehensive script and storyboard.

B5.0 Students understand integrated graphic multimedia technologies:

B5.1 Understand current integrated graphic multimedia technologies, characteristics, processes, procedures, and systems.

B5.2 Know the steps in producing an integrated graphic multimedia project designed to inform, teach, or sell.

B5.3 Know strategies for disseminating integrated graphic multimedia projects.

B5.4 Know strategies for distributing an integrated graphic multimedia project using one or more media.

C. Machine and Forming Technology Pathway

The Machine and Forming Technology Pathway provides students with an understanding of manufacturing processes and systems common to careers in machine tool and materials forming industries. Representative topics include the interpretation and layout of machined and formed-part prints; the cutting, shaping, fastening, and finishing of machine tools; and casting, forging, molding, cold forming, and shearing processes.

C1.0 Students understand the planning and layout operations used in machine tool and materials forming processes:

C1.1 Interpret scaled machine tool and materials forming prints; gather design and materials information; perform calculations; and use the detail to plan, lay out, and produce parts or finished products that meet the standards of the National Institute for Metalworking Skills, the Manufacturing Skill Standards Council, or similar standards.

C1.2 Understand the design parameters across machine tool and materials-forming organizational levels.

C1.3 Use current information technology ideation and design process systems in the manufacturing of machined and formed parts and products.

C2.0 Students understand how materials can be processed through the use of machine tools, such as milling, drilling, turning, and shaping machines, and forming equipment, such as dies, presses, and rolls:

C2.1 Understand the qualities of various raw and industrial materials and how these qualities affect the ability of the materials to be processed in the manufacturing of machined and formed parts and products.

C2.2 Use machine tools, such as machine lathes, milling machines, drilling machines, and power hacksaws and band saws, and forming equipment, such as

presses, brakes, ironworkers, and stake benches, to cut, shape, combine, and form manufactured parts or products that meet the stnadards of the National Institute for Metalworking Skills, the Manufacturing Skill Standards Council, or similar standards.

C3.0 Students understand various types of machine and forming assembly processes, such as flow, pressure, cold, and adhesive bonding and mechanical fasteners:

- C3.1 Use various methods for the assembly of machined and formed parts and products in manufacturing, such as thread cutting and bonding agents.
- C3.2 Select and use the tools, such as taps and dies, wrenches, and spot welders, and the assembly process appropriate to the design criteria of a specific machined and formed product.

C4.0 Students understand finishing processes and the differences between various types of finishing materials used in the manufacturing of machined and formed parts and products:

- C4.1 Understand and use processes such as pickling, dipping, plating, spraying, and flow coating to finish machined and formed materials.
- C4.2 Select and use appropriate machined and formed-part finishing processes, such as coating, plating, and anodizing, to meet specific product design criteria.

C5.0 Students understand the purposes and processes of inspection and quality control in machining and forming manufacturing processes:

- C5.1 Know the reasons for inspection and quality control in the manufacture of machined and formed parts.
- C5.2 Know how to perform a continuous online quality control inspection of machined and formed parts.
- C5.3 Know how to troubleshoot performance problems of machining and forming systems.

C6.0 Students understand various machining and forming manufacturing systems that require standard hand and machine tools:

- C6.1 Understand the characteristics of various machining and forming systems used in conventional manufacturing industries, such as open dies, smith forging, blow molding, stamping, drawing, shearing, chip removal, milling, turning, and electrical discharge systems.
- C6.2 Select and use appropriate machining and forming tools, equipment, and inspection devices to manufacture parts or products.

C7.0 Students understand various machining and forming automated manufacturing systems, tool design, design for manufacturing, flexible manufacturing systems, and materials resource planning:

- C7.1 Understand materials and processes in relation to machining and forming manufacturing systems.
- C7.2 Understand the processes involved in the following machining and forming manufacturing systems: “just in time,” tool design, design for manufacturing, flexible manufacturing systems, and materials resource planning.

C7.3 Use computers to design and produce machined and formed products, write numerical control programs, and control robots.

C8.0 Students understand the development of emerging machining and forming technology systems:

C8.1 Manufacture parts or products from industrial materials by using machining and forming systems, such as electrical discharge, laser cutting, chemical machining, and chemical bonding processes.

C8.2 Understand the importance of maintaining documentation for machining and forming systems.

C9.0 Students understand the operation and functions of machine tools in production and prototype work:

C9.1 Use various machine tools, such as lathes, mills, drills, and saws, to produce parts and products.

C9.2 Select appropriate machining processes and equipment to produce prototypes or production parts or products.

C10.0 Students understand industrial forming processes and their application to specific types of materials:

C10.1 Use various forming tools and equipment, such as rolls, brakes, dies, and presses, to manufacture parts and products.

C10.2 Select appropriate tools, processes, and equipment to successfully produce formed parts or products.

C11.0 Students understand how a manufacturing company is organized and the elements of a machining and forming production management system:

C11.1 Understand corporate structures that affect machining and forming production.

C11.2 Understand that a machining and forming production management system includes planning, engineering, organizing, and controlling resources and manufacturing processes.

C11.3 Know how scheduling, quality control, accident prevention, and inventory control are used efficiently and appropriately in a machining and forming production management system.

D. Welding Technology Pathway

The Welding Technology Pathway provides students with an understanding of manufacturing processes and systems common to careers in welding and related industries. Representative topics include the interpretation and layout of welded and assembled-part prints, mechanical bonding, joining, cohesive bonding, adhesive bonding, and mechanical fastening.

D1.0 Students understand the planning and layout operations used in welding processes:

D1.1 Interpret scaled welding prints; gather design and materials information; perform calculations; and use the detail to plan, lay out, and produce parts or finished products.

D1.2 Understand the design parameters across welding-process organizational levels.

D1.3 Use current information technology ideation and design process systems in the manufacturing of welded parts and products.

D2.0 Students understand how materials can be processed through the use of welding tools and equipment:

D2.1 Understand the qualities of various raw and industrial materials and how these qualities affect the ability of the materials to be processed to produce useful and value-added welded parts and products.

D2.2 Use welding tools and equipment, such as MIG, TIG, arc, forge and furnace, to combine or join manufactured parts and products, resulting in a finished product that meets the standards of the American Welding Society or a similar industry.

D3.0 Students understand various types of welding assembly processes:

D3.1 Bond industrial materials by using adhesive and cohesive processes, such as flow, pressure, cold, and fusion bonding.

D3.2 Understand the processes used for finishing welded materials.

D3.3 Use welding tools, such as MIG, TIG, arc, forge, and furnace, and the equipment and assembly processes appropriate to the design criteria of a specific product to result in a finished product that meets the standards of the American Welding Society or similar welding standards.

D4.0 Students understand finishing processes and the differences between various types of finishing materials used in the manufacture of welded parts and products:

D4.1 Know the steps to be taken and the choices to be made in finishing welded materials.

D4.2 Understand how to select an appropriate finishing process to meet the design criteria of a specific welded product.

D5.0 Students understand the purposes and processes of inspection and quality control in welding manufacturing processes:

D5.1 Know the reasons for inspection and quality control in the manufacturing of welded parts.

D5.2 Perform continuous online quality control inspections of welded parts.

D5.3 Know how to troubleshoot performance problems of welding systems.

D6.0 Students understand various welding systems that require standard hand and machine tools:

D6.1 Understand the various welding systems used in conventional manufacturing industries in order to select and use appropriate tools, equipment, and inspection devices.

D6.2 Select and use appropriate welding tools, equipment, and inspection devices to manufacture parts or products.

D7.0 Students understand various automated welding systems, welding design for manufacturing, flexible manufacturing systems, and materials resource planning:

D7.1 Understand materials and processes in relation to welding systems.

D7.2 Understand welding processes involved in the following manufacturing systems: “just in time,” design for manufacturing, flexible manufacturing systems, and materials resource planning.

D7.3 Use computers to design and produce welded products, write numerical control programs, and control robots.

D7.4 Understand the ways in which emerging welding systems may be integrated into current manufacturing processes.

D7.5 Understand the importance of maintaining documentation for welding systems.

D8.0 Students understand various joining or combining processes, including welding processes used in manufacturing, maintenance, and repair:

D8.1 Know various welding processes used to complete a fabrication, an assembly, or a repair.

D8.2 Complete a fabrication, an assembly, or a repair by using appropriate techniques and processes.

D9.0 Students understand how a manufacturing company is organized and the elements of welding production management:

D9.1 Understand corporate structures that affect welding production.

D9.2 Understand that a welding production management system includes planning, engineering, organizing, and controlling resources and manufacturing processes.

D9.3 Know how scheduling, quality control, accident prevention, and inventory control are used efficiently and appropriately in a welding production management system.

Marketing, Sales, and Service Industry Sector
Model Curriculum Standards

Marketing, Sales, and Service Career Pathways

E-commerce
Entrepreneurship
International Trade
Professional Sales and Marketing

The Marketing, Sales, and Service sector is designed to align career path course work with current and projected employment opportunities. Marketing includes the processes and functions of transferring products or services to consumers and is a function of almost every business. It exists within an environment of rapidly changing technology, interdependent nations and economies, and increasing demands for ethical and social responsibility.

The four pathways in this sector—E-commerce, Entrepreneurship, International Trade, and Professional Sales and Marketing—emphasize training to meet the growing need for marketing professionals with skills in communication, global marketing, marketing strategies, product and service management, promotion, and selling concepts. These pathways provide a firm foundation for advanced education, entry to a career, and success in the global marketplace.

Foundation Standards

1.0 *Academics*

Students understand the academic content required for entry into postsecondary education and employment in the Marketing, Sales, and Service sector:

1.1 *Mathematics:*

Specific applications of number sense (grade seven)

(1.1) Read, write, and compare rational numbers in scientific notation (positive and negative powers of 10) with approximate numbers using scientific notation.

(1.2) Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.

(1.3) Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.

(1.4) Differentiate between rational and irrational numbers.

(1.5) Know that every rational number is either a terminating or repeating decimal and be able to convert terminating decimals into reduced fractions.

(1.6) Calculate the percentage of increases and decreases of a quantity.

(1.7) Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.

Specific applications of mathematical reasoning (grade seven)

(1.1) Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.

(2.1) Use estimation to verify the reasonableness of calculated results.

(2.2) Apply strategies and results from simpler problems to more complex problems.

(2.3) Estimate unknown quantities graphically and solve for them by using logical reasoning and arithmetic and algebraic techniques.

(2.4) Make and test conjectures by using both inductive and deductive reasoning.

(2.5) Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.

(2.6) Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.

(2.7) Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.

(2.8) Make precise calculations and check the validity of the results from the context of the problem.

(3.1) Evaluate the reasonableness of the solution in the context of the original situation.

(3.2) Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.

(3.3) Develop generalizations of the results obtained and the strategies used and apply them to new problem situations.

Specific applications of statistics, data analysis, and probability (grade seven)

(1.1) Know various forms of display for data sets, including a stem-and-leaf plot or box-and-whisker plot; use the forms to display a single set of data or to compare two sets of data.

(1.2) Represent two numerical variables on a scatterplot and informally describe how the data points are distributed and any apparent relationship that exists between the two variables (e.g., between time spent on homework and grade level).

(1.3) Understand the meaning of, and be able to compute, the minimum, the lower quartile, the median, the upper quartile, and the maximum of a data set.

Specific applications of Algebra I (grades eight through twelve)

(1.1) Students use properties of numbers to demonstrate whether assertions are true or false.

(5.0) Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.

(13.0) Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.

(15.0) Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

(24.1) Students explain the difference between inductive and deductive reasoning and identify and provide examples of each.

(24.2) Students identify the hypothesis and conclusion in logical deduction.

(24.3) Students use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.

(25.1) Students use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions.

(25.2) Students judge the validity of an argument according to whether the properties of the real number system and the order of operations have been applied correctly at each step.

(25.3) Given a specific algebraic statement involving linear, quadratic, or absolute value expressions or equations or inequalities, students determine whether the statement is true sometimes, always, or never.

1.2 *Science:*

Specific applications of investigation and experimentation (grades nine through twelve)

(1.a) Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.

(1.d) Formulate explanations by using logic and evidence.

1.3 *History–Social Science:*

Specific applications of world history, culture, and geography (grade ten)

(10.3.) Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.

(10.3.1) Analyze why England was the first country to industrialize.

(10.3.2) Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).

(10.3.3) Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.

(10.3.4) Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.

(10.3.5) Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.

(10.3.6) Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.

(10.3.7) Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.

Specific applications of U.S. history and geography (grade eleven)

(11.11) Students analyze the major social problems and domestic policy issues in contemporary American society.

(11.11.1) Discuss the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.

(11.11.2) Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy).

(11.11.3) Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.

(11.11.4) Explain the constitutional crisis originating from the Watergate scandal.

(11.11.5) Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.

(11.11.6) Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.

(11.11.7) Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.

Specific applications of economics (grade twelve)

(12.1) Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.

(12.1.1) Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on the development of American government.

(12.1.2) Discuss the character of American democracy and its promise and perils as articulated by Alexis de Tocqueville.

(12.1.3) Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as "self-evident truths."

(12.1.4) Explain how the Founding Fathers' realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the *Federalist Papers.*

(12.1.5) Describe the systems of separated and shared powers, the role of organized interests (Federalist *Paper Number 10),* checks and balances (Federalist *Paper Number 51),* the importance of an independent judiciary (Federalist *Paper Number 78),* enumerated powers, rule of law, federalism, and civilian control of the military.

(12.1.6) Understand that the Bill of Rights limits the powers of the federal government and state governments.

(12.2) Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.

(12.2.1) Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).

(12.2.2) Explain how economic rights are secured and their importance to the individual and to society (e.g., the right to acquire, use, transfer, and dispose of property; right to choose one's work; right to join or not join labor unions; copyright and patent).

(12.2.3) Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes.

(12.2.4) Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.

(12.2.5) Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.

(12.2.6) Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).

(12.3) Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.

(12.3.1) Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.

(12.3.2) Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.

(12.3.3) Discuss the historical role of religion and religious diversity.

(12.3.4) Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.

(12.4) Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.

(12.4.1) Discuss Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law.

(12.4.2) Explain the process through which the Constitution can be amended.

(12.4.3) Identify their current representatives in the legislative branch of the national government.

(12.4.4) Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers.

(12.4.5) Discuss Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the Supreme Court.

(12.4.6) Explain the processes of selection and confirmation of Supreme Court justices.

(12.5) Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.

(12.5.1) Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the Fourteenth Amendment.

(12.5.2) Analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts).

(12.5.3) Evaluate the effects of the Court's interpretations of the Constitution in *Marbury* v. *Madison, McCulloch* v. *Maryland,* and *United States* v. *Nixon,* with emphasis on the arguments espoused by each side in these cases.

(12.5.4) Explain the controversies that have resulted over changing interpretations of civil rights, including those in *Plessy* v. *Ferguson, Brown* v. *Board of Education, Miranda* v. *Arizona, Regents of the University of California* v. *Bakke, Adarand Constructors, Inc.* v. *Pena,* and *United States* v. *Virginia* (VMI).

(12.6) Students evaluate issues regarding campaigns for national, state, and local elective offices.

(12.6.1) Analyze the origin, development, and role of political parties, noting those occasional periods in which there was only one major party or were more than two major parties.

(12.6.2) Discuss the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections.

(12.6.3) Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding.

(12.6.4) Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, running for political office).

(12.6.5) Discuss the features of direct democracy in numerous states (e.g., the process of referendums, recall elections).

(12.6.6) Analyze trends in voter turnout; the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the rights of minorities; and the function of the Electoral College.

2.0 *Communications*

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts:

2.1 *Reading:*

Specific applications of English–language arts (grades nine and ten)

(2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

(2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

(2.3) Generate relevant questions about readings on issues that can be researched.

(2.6) Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).

(2.7) Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

Specific applications of English–language arts (grades eleven and twelve)

(2.3) Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

2.2 *Writing:*

Specific applications of English–language arts (grades nine and ten)

(1.3) Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.

(1.4) Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).

(1.5) Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).

(1.6) Integrate quotations and citations into a written text while maintaining the flow of ideas.

(1.7) Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., Modern Language Association Handbook, The Chicago Manual of Style).

(1.8) Design and publish documents by using advanced publishing software and graphic programs.

(1.9) Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

(2.3) Write expository compositions, including analytical essays and research reports:

a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
b. Convey information and ideas from primary and secondary sources accurately and coherently.
c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
f. Use technical terms and notations accurately.

(2.4) Write persuasive compositions:

a. Structure ideas and arguments in a sustained and logical fashion.
b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).

c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
d. Address readers' concerns, counterclaims, biases, and expectations.

(2.5) Write business letters:

a. Provide clear and purposeful information and address the intended audience appropriately.
b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
c. Highlight central ideas or images.
d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.

(2.6) Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):

a. Report information and convey ideas logically and correctly.
b. Offer detailed and accurate specifications.
c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
d. Anticipate readers' problems, mistakes, and misunderstandings.

Specific applications of English–language arts (grades eleven and twelve)

(1.1) Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

(1.3) Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

(1.6) Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

(1.7) Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).

(1.8) Integrate databases, graphics, and spreadsheets into word-processed documents.

(2.5) Write job applications and resumes:

a. Provide clear and purposeful information and address the intended audience appropriately.
b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
c. Modify the tone to fit the purpose and audience.
d. Follow the conventional style for that type of document (e.g., resume, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

(2.6) Deliver multimedia presentations:

a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
b. Select an appropriate medium for each element of the presentation.
c. Use the selected media skillfully, editing appropriately and monitoring for quality.
d. Test the audience's response and revise the presentation accordingly.

2.3 *Listening and Speaking:*

Specific applications of English–language arts (grades nine and ten)

(1.2) Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.

(1.3) Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.

(1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of

(2.3) Apply appropriate interviewing techniques:

a. Prepare and ask relevant questions.
b. Make notes of responses.
c. Use language that conveys maturity, sensitivity, and respect.
d. Respond correctly and effectively to questions.
e. Demonstrate knowledge of the subject or organization.
f. Compile and report responses.
g. Evaluate the effectiveness of the interview.

(2.4) Deliver oral responses to literature:

a. Advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages (i.e., make and support warranted assertions about the text).
b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

(2.5) Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):

a. Structure ideas and arguments in a coherent, logical fashion.
b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).

c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
d. Anticipate and address the listener's concerns and counterarguments.

(2.6) Deliver descriptive presentations:

a. Establish clearly the speaker's point of view on the subject of the presentation.
b. Establish clearly the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement).
c. Use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details.

Specific applications of English–language arts (grades eleven and twelve)

(2.4) Deliver multimedia presentations:

a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
b. Select an appropriate medium for each element of the presentation.
c. Use the selected media skillfully, editing appropriately and monitoring for quality.
d. Test the audience's response and revise the presentation accordingly.

2.4 *Written and Oral English Language Conventions:*

Specific applications of English–language arts (grades nine and ten)

(1.1) Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).

(1.2) Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).

(1.3) Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

(1.4) Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

(1.5) Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.

3.0 *Career Planning and Management*

Students understand how to make effective decisions, use career information, and manage personal career plans:

3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.
3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.
3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.
3.6 Know key strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and portfolio preparation.
3.7 Explore career opportunities in business through programs such as virtual enterprise, work experience, and internships.

4.0 *Technology*

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.
4.2 Understand the use of technological resources to access, manipulate, and produce information, products, and services.
4.3 Understand the influence of current and emerging technology on selected segments of the economy.
4.4 Understand effective technologies used in Web site development and the Internet.
4.5 Know the procedures for maintaining secure information, preventing loss, and reducing risk.

5.0 *Problem Solving and Critical Thinking*

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:

5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
5.2 Understand the universal, systematic problem-solving model that incorporates input, process, outcome, and evaluation components.
5.3 Use critical thinking skills to make informed decisions and solve problems.
5.4 Understand how financial systems and tools are used to solve business problems.

6.0 *Health and Safety*

Students understand health and safety policies, procedures, regulations, and practices, including equipment and hazardous material handling:

6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
6.2 Understand critical elements for health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.
6.3 Understand the environmental and ergonomic risks associated with the use of business equipment and the financial impact related to an unsafe work environment.

7.0 *Responsibility and Flexibility*

Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.
7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
7.3 Understand the need to adapt to varied roles and responsibilities.
7.4 Understand that individual actions can affect the larger community.

8.0 *Ethics and Legal Responsibilities*

Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

8.1 Know major local, district, state, and federal regulatory agencies and entities that affect industry and how they enforce laws and regulations.
8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.
8.3 Understand the role of personal integrity and ethical behavior in the workplace.
8.4 Understand the major local, state, and federal laws and regulations that affect business and the procedural requirements necessary for compliance.
8.5 Know how to design systems and applications to allow access to all users, including those with cultural, physical, and cognitive differences.

9.0 *Leadership and Teamwork*

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
9.2 Understand the ways in which preprofessional associations, such as DECA—A Marketing Association and Future Business Leaders of America (FBLA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
9.3 Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.
9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

10.0 *Technical Knowledge and Skills*

Students understand the essential knowledge and skills common to all pathways in the Marketing, Sales, and Service sector:

10.1 Use the marketing information management concepts, systems, and tools needed to obtain, evaluate, and disseminate information for use in making marketing decisions.
10.2 Understand the financial concepts used in making marketing decisions.
10.3 Know the product and service management concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.
10.4 Know how promotion concepts and strategies, including advertising, sales promotion, public relations, and personal selling, are used to communicate information about products, services, images, and ideas to achieve a desired outcome.
10.5 Understand the methods used to determine client needs and desires and respond with selling concepts, including planned, personalized communication that influences purchase decisions and enhances future business opportunities.
10.6 Understand the distribution concepts and processes needed to move, store, locate, and transfer ownership of goods or services.
10.7 Know the pricing concepts and strategies used to maximize return and meet customers' perceptions of value.

11.0 *Demonstration and Application*

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

Pathway Standards

A. E-commerce Pathway

The Internet is increasingly the element that holds the global economy together as it makes the marketplace into an all-day, everyday event. Globalization is no longer an option but a strategic necessity for all but the smallest of corporations. Students pursuing the E-commerce Pathway develop an understanding of the functions, foundations, and dynamics of e-commerce as well as the legal, ethical, and social responsibilities of the business.

A1.0 Students understand the fundamental concepts of e-commerce:

A1.1 Explain how e-commerce is similar to and different from traditional commerce, including comparing the competitive environment of online models with traditional business models.
A1.2 Understand the economic impact of the partnership between the Internet and business.
A1.3 Understand the role of the Internet in expanding business options and creating diverse marketplace opportunities.
A1.4 Analyze information gained through e-market research to make decisions about marketing goods and services online.
A1.5 Identify common e-market research activities and the type of information each provides.

A1.6 Know appropriate methods of product or service delivery in an e-commerce environment.

A2.0 Students understand the decisions an e-commerce business makes in the development of products and services:

A2.1 Understand how e-commerce has affected traditional branding strategies.
A2.2 Know how an e-commerce Web site must label products to meet legal and ethical business requirements.
A2.3 Understand the importance of appropriate and attractive presentation of goods and services sold electronically.
A2.4 Know the techniques used by marketers in an online environment to position products and services.
A2.5 Know the procedures involved in product planning for an online business.

A3.0 Students understand important promotional strategies for communicating information about products, services, images, and ideas in an e-commerce environment:

A3.1 Understand the benefits of online communication channels, such as chat rooms, news groups, list servs, and message boards, as they pertain to online advertising.
A3.2 Understand the function of Internet hyperlinks and their potential usefulness to e-business marketing strategies.
A3.3 Know the essential components of an effective e-commerce Web site.
A3.4 Know public relations strategies and techniques for online businesses.
A3.5 Know how to use keywords and register Web sites to make them easily accessible through online searches.

A4.0 Students understand the purpose, process, and components of effective online sales and purchasing:

A4.1 Understand what motivates consumers to buy online.
A4.2 Understand the relationship between business ethics and consumer confidence in an e-commerce environment and its impact on the techniques used to build customer relationships.
A4.3 Know various payment options for online purchases and their relative advantages and disadvantages for consumers and businesses.
A4.4 Understand the methods used to provide Internet customers with product and service knowledge.
A4.5 Know the key components of relationship marketing in an e-commerce environment.

A5.0 Students understand the role of technology as it relates to e-commerce:

A5.1 Understand the role of e-mail in an e-commerce environment.
A5.2 Know the key components of Web hosting packages and how they fit various business needs.
A5.3 Analyze the effectiveness of various methods available for making online purchases and payments.
A5.4 Know common security measures used to protect businesses and consumers engaging in e-commerce.

A5.5 Know how various tools used in e-commerce (e.g., Web authoring programs and database solutions) contribute to Web site effectiveness.

B. Entrepreneurship Pathway

Job security, longevity, and advancement with one company are no longer guaranteed for employees. Competition and the global economy have opened the door for many new businesses, and entrepreneurs are becoming increasingly vital to the economy. Students with a career interest in entrepreneurship learn skills for employment in today's growth industries as well as skills that are transferable to careers of the future.

B1.0 Students understand the basic aspects of entrepreneurship:

- B1.1 Analyze the characteristics of successful entrepreneurs.
- B1.2 Understand the different types of business ownership and the advantages and disadvantages of owning and managing a small business.
- B1.3 Apply principles and procedures of accounting and finance to the operation of a small business.
- B1.4 Know the risk management principles associated with small business ownership.
- B1.5 Formulate pricing strategies for goods and services for a small business.
- B1.6 Know how the various channels of distribution and inventory control systems are important to the marketing process of a small business.
- B1.7 Know the elements of effective human resources management and how these practices benefit small businesses.

B2.0 Students understand the elements and purpose of a business plan:

- B2.1 Understand the reasons a small business develops a business plan.
- B2.2 Conduct market research by using a variety of methods.
- B2.3 Analyze market research to develop a marketing plan.
- B2.4 Develop a financial plan that outlines sources of capital and projects income and expenses.
- B2.5 Analyze a proposed business situation and its potential market.

B3.0 Students understand how to use technology in a small business to gain a competitive advantage:

- B3.1 Know how technology and electronic media can be used to manage work flow and provide feedback for operational efficiency.
- B3.2 Know key technologies affecting small businesses and how they impact operations.
- B3.3 Understand the software technologies used to make a Web site effective for small business needs.

B4.0 Students understand effective marketing of small businesses:

- B4.1 Know the selling techniques used to aid customers and clients in making buying decisions.
- B4.2 Know the components of a promotional plan (e.g., advertising, public relations, and sales promotion) and how the plan is used to achieve a stated outcome.

B4.3 Understand how products and services are conceived, developed, maintained, and improved in response to market opportunities.

B4.4 Understand how market research is used to develop strategies for marketing products or services in a small business.

B5.0 Students understand the key economic concepts that affect small business ownership:

B5.1 Understand the role and importance of entrepreneurship and the small business in the economy.

B5.2 Understand common ways in which fiscal and monetary policies affect the economy (e.g., the availability of money and credit and business decisions).

B5.3 Understand the role of government in the free enterprise system and its impact on small businesses.

B5.4 Understand the relationship between supply and demand and pricing and production.

B5.5 Know how scarcity and allocation affect small businesses.

B5.6 Understand the importance of economic measurement and the factors used to calculate it.

C. International Trade Pathway

The relative ease of travel and the use of electronic communication have seemingly diminished the size of the globe. Today's global marketplace, while growing and thriving, is also becoming increasingly competitive. Students focusing on the occupational area of international trade develop an understanding of the global business environment and the interconnectedness of cultural, political, legal, historical, economic, and ethical systems.

C1.0 Students understand the fundamental concepts of international business:

C1.1 Know the measures used to evaluate the economic conditions of a country and how economic development levels are determined.

C1.2 Know the risks associated with various methods of entering the global marketplace.

C1.3 Understand how trade agreements and barriers affect free trade.

C1.4 Know how the technology base of various countries affects trade

C1.5 Know common financing sources and the payment methods used for international business transactions.

C1.6 Understand the effect of imports and exports on production and manufacturing.

C2.0 Students understand how geographic, cultural, political, legal, historical, and economic factors influence international trade:

C2.1 Understand the ways in which cultural factors affect the marketing of goods and services.

C2.2 Understand international variations in business ethics and customs.

C2.3 Analyze how international business is impacted by climate, distance, time zones, and topography.

C2.4 Understand the impact of organized labor on international business.

C2.5 Understand the ways in which a country's natural, financial, and human resources influence international business.

C2.6 Analyze factors that affect currency and exchange rates.
C2.7 Know how laws and regulations influence international trade.

C3.0 Students understand the role of information technology in modern global trade:

C3.1 Use technology to buy and sell products and services online.
C3.2 Know various methods used to promote a product or service online in the global marketplace.
C3.3 Use technology to research international trade opportunities.
C3.4 Analyze security measures used to protect businesses and consumers engaging in international e-commerce.

C4.0 Students understand the logistics of importing and exporting products and services:

C4.1 Explain direct and indirect distribution channels by identifying various distribution intermediaries and discussing their functions in international trade.
C4.2 Explain how products are prepared for international distribution, including packing and documentation.
C4.3 Know the most appropriate methods of transporting various products internationally.

D. Professional Sales and Marketing Pathway

Employees in professional sales and marketing are involved in the transfer of goods and services in the economy, both to businesses and to individual consumers. Sales positions in all sectors account for more than eight million jobs and are expected to grow. The increased use of technology in sales positions has resulted in increased responsibilities for members of the sales staff. Students focusing on this competitive career path develop an understanding of the sales process, sales management, and marketing information management.

D1.0 Students understand the key concepts of professional sales and marketing:

D1.1 Know the characteristics of a successful salesperson.
D1.2 Understand how various types of selling are applied in wholesale and retail environments.
D1.3 Know the steps of the selling process.
D1.4 Know the techniques used by salespeople to enhance selling potential and increase customer satisfaction.
D1.5 Understand the impact of a salesperson's knowledge of the product and its effect on potential sales.
D1.6 Understand buying motives and the customer's decision-making process.

D2.0 Students understand the theories and basic functions of sales management:

D2.1 Understand the utility of strategic planning (including setting goals and planning activities) in guiding a sales force.
D2.2 Know methods of motivating and evaluating sales staff.
D2.3 Know various approaches for organizing and leading a sales force to maximize effectiveness.
D2.4 Understand the importance of tracking sales figures and preparing sales reports to guide sales force activities.

D3.0 Students understand how to access and use marketing information to enhance sales opportunities and activities:

- D3.1 Analyze and use data for identifying potential customers and clients.
- D3.2 Track trends and analyze data to forecast sales, predict economic conditions, and guide business activities.
- D3.3 Research consumers' needs and wants to develop, maintain, and improve a product or service.
- D3.4 Use sales information to guide business activities.

Public Services Industry Sector
Model Curriculum Standards

Public Services Career Pathways

Human Services
Legal and Government Services
Protective Services

The Public Services sector provides a foundation for secondary students in the government, public administration, public safety, legal, and human services industries. Students engage in an instructional program that integrates academic and technical preparation with a focus on career awareness, career exploration, and skill preparation in the industry. The sector encompasses three career pathways; Human Services, Legal and Government Services, and Protective Services. These pathways emphasize processes, systems, and services related to serving the public's interest. The knowledge and skills are acquired within a sequential, standards-based pathway program that integrates classroom, laboratory, and project- and work-based instruction as well as internship, community classroom, work experience, and cooperative career technical education. Standards included in the Public Services sector are designed to prepare students for technical training, postsecondary education, and entry to a career.

Foundation Standards

1.0 *Academics*

Students understand the academic content required for entry into postsecondary education and employment within the Public Services sector:

1.1 *Mathematics:*

Specific applications of Algebra I (grades eight through twelve)

(5.0) Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.

(15.0) Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

(24.1) Students explain the difference between inductive and deductive reasoning and identify and provide examples of each.

(24.2) Students identify the hypothesis and conclusion in logical deduction.

(24.3) Students use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.

(25.0) Students use properties of the number system to judge the validity of results, to justify each step of a procedure, and to prove or disprove statements:

(25.1) Students use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions.

(25.2) Students judge the validity of an argument according to whether the properties of the real number system and the order of operations have been applied correctly at each step.

(25.3) Given a specific algebraic statement involving linear, quadratic, or absolute value expressions or equations or inequalities, students determine whether the statement is true sometimes, always, or never.

1.2 *Science:*

Specific applications of investigation and experimentation (grades nine through twelve)

(1.a) Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.

(1.c) Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.

(1.d) Formulate explanations by using logic and evidence.

(1.e) Solve scientific problems by using quadratic equations and simple trigonometric, exponential, and logarithmic functions.

(1.f) Distinguish between hypothesis and theory as scientific terms.

(1.g) Recognize the usefulness and limitations of models and theories as scientific representations of reality.

(1.h) Read and interpret topographic and geologic maps.

(1.j) Recognize the issues of statistical variability and the need for controlled tests.

(1.l) Analyze situations and solve problems that require combining and applying concepts from more than one area of science.

1.3 *History–Social Science:*

Specific applications of world history, culture, and geography (grade ten)

(10.1) Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.

(10.1.1) Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.

(10.1.2) Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato's *Republic* and Aristotle's *Politics.*

(10.1.3) Consider the influence of the U.S. Constitution on political systems in the contemporary world.

Specific applications of U.S. history and geography (grade eleven)

(11.1) Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

(11.1.1) Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.

(11.1.2) Analyze the ideological origins of the American Revolution, the Founding Fathers' philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.

(11.1.3) Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.

(11.1.4) Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.

(11.3.) Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.

(11.3.1) Describe the contributions of various religious groups to American civic principles and social reform movements (e.g., civil and human rights, individual responsibility and the work ethic, antimonarchy and self-rule, worker protection, family-centered communities).

(11.3.2) Analyze the great religious revivals and the leaders involved in them, including the First Great Awakening, the Second Great Awakening, the Civil War revivals, the Social Gospel Movement, the rise of Christian liberal theology in the nineteenth century, the impact of the Second Vatican Council, and the rise of Christian fundamentalism in current times.

(11.3.3) Cite incidences of religious intolerance in the United States (e.g., persecution of Mormons, anti-Catholic sentiment, anti-Semitism).

(11.3.4) Discuss the expanding religious pluralism in the United States and California that resulted from large-scale immigration in the twentieth century.

(11.3.5) Describe the principles of religious liberty found in the Establishment and Free Exercise clauses of the First Amendment, including the debate on the issue of separation of church and state.

(11.10) Students analyze the development of federal civil rights and voting rights.

(11.10.1) Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt's ban on racial discrimination in defense industries in 1941, and how African Americans' service in World War

II produced a stimulus for President Truman's decision to end segregation in the armed forces in 1948.

(11.10.2) Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including *Dred Scott* v. *Sandford, Plessy* v. *Ferguson, Brown* v. *Board of Education, Regents of the University of California* v. *Bakke,* and California Proposition 209.

(11.10.3) Describe the collaboration on legal strategy between African American and white civil rights lawyers to end racial segregation in higher education.

(11.10.4) Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcom X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King, Jr. 's "Letter from Birmingham Jail" and "I Have a Dream" speech.

(11.10.5) Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.

(11.10.6) Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process.

(11.10.7) Analyze the women's rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.

Specific applications of American democracy (grade twelve)

(12.1) Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.

(12.1.1) Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on the development of American government.

(12.1.2) Discuss the character of American democracy and its promise and perils as articulated by Alexis de Tocqueville.

(12.1.3) Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as "self-evident truths."

(12.1.4) Explain how the Founding Fathers' realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the *Federalist Papers.*

(12.1.5) Describe the systems of separated and shared powers, the role of organized interests (Federalist *Paper Number 10),* checks and balances (Federalist *Paper Number 51),* the importance of an independent judiciary (Federalist *Paper Number 78),* enumerated powers, rule of law, federalism, and civilian control of the military.

(12.1.6) Understand that the Bill of Rights limits the powers of the federal government and state governments.

(12.2.) Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.

(12.2.1) Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).

(12.2.2) Explain how economic rights are secured and their importance to the individual and to society (e.g., the right to acquire, use, transfer, and dispose of property; right to choose one's work; right to join or not join labor unions; copyright and patent).

(12.2.3) Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes.

(12.2.4) Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.

(12.2.5) Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.

(12.2.6) Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).

(12.3) Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.

(12.3.1) Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.

(12.3.2) Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.

(12.3.3) Discuss the historical role of religion and religious diversity.

(12.3.4) Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.

(12.4.) Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.

(12.4.1) Discuss Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law.

(12.4.2) Explain the process through which the Constitution can be amended.

(12.4.3) Identify their current representatives in the legislative branch of the national government.

(12.4.4) Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers.

(12.4.5) Discuss Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the Supreme Court.

(12.4.6) Explain the processes of selection and confirmation of Supreme Court justices.

(12.5) Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.

(12.5.1) Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the Fourteenth Amendment.

(12.5.2) Analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts).

(12.5.3) Evaluate the effects of the Court's interpretations of the Constitution in *Marbury* v. *Madison, McCulloch* v. *Maryland,* and *United States* v. *Nixon,* with emphasis on the arguments espoused by each side in these cases.

(12.5.4) Explain the controversies that have resulted over changing interpretations of civil rights, including those in *Plessy* v. *Ferguson, Brown* v. *Board of Education, Miranda* v. *Arizona, Regents of the University of California* v. *Bakke, Adarand Constructors, Inc.* v. *Pena,* and *United States* v. *Virginia* (VMI).

(12.6.) Students evaluate issues regarding campaigns for national, state, and local elective offices.

(12.6.1) Analyze the origin, development, and role of political parties, noting those occasional periods in which there was only one major party or were more than two major parties.

(12.6.2) Discuss the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections.

(12.6.3) Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding.

(12.6.4) Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, running for political office).

(12.6.5) Discuss the features of direct democracy in numerous states (e.g., the process of referendums, recall elections).

(12.6.6) Analyze trends in voter turnout; the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the rights of minorities; and the function of the Electoral College.

(12.7) Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.

(12.7.1) Explain how conflicts between levels of government and branches of government are resolved.

(12.7.2) Identify the major responsibilities and sources of revenue for state and local governments.

(12.7.3) Discuss reserved powers and concurrent powers of state governments.

(12.7.4) Discuss the Ninth and Tenth Amendments and interpretations of the extent of the federal government's power.

(12.7.5) Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders.

(12.7.6) Compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the media.

(12.7.7) Identify the organization and jurisdiction of federal, state, and local (e.g., California) courts and the interrelationships among them.

(12.7.8) Understand the scope of presidential power and decision making through examination of case studies such as the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and Bosnia.

(12.8.) Students evaluate and take and defend positions on the influence of the media on American political life.

(12.8.1) Discuss the meaning and importance of a free and responsible press.

(12.8.2) Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.

(12.8.3) Explain how public officials use the media to communicate with the citizenry and to shape public opinion.

(12.9) Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.

(12.9.1) Explain how the different philosophies and structures of feudalism, mercantilism, socialism, fascism, communism, monarchies, parliamentary systems, and constitutional liberal democracies influence economic policies, social welfare policies, and human rights practices.

(12.9.2) Compare the various ways in which power is distributed, shared, and limited in systems of shared powers and in parliamentary systems, including the influence and role of parliamentary leaders (e.g., William Gladstone, Margaret Thatcher).

(12.9.3) Discuss the advantages and disadvantages of federal, confederal, and unitary systems of government.

(12.9.4) Describe for at least two countries the consequences of conditions that gave rise to tyrannies during certain periods (e.g., Italy, Japan, Haiti, Nigeria, Cambodia).

(12.9.5) Identify the forms of illegitimate power that twentieth-century African, Asian, and Latin American dictators used to gain and hold office and the conditions and interests that supported them.

(12.9.6) Identify the ideologies, causes, stages, and outcomes of major Mexican, Central American, and South American revolutions in the nineteenth and twentieth centuries.

(12.9.7) Describe the ideologies that give rise to Communism, methods of maintaining control, and the movements to overthrow such governments in Czechoslovakia, Hungary, and Poland, including the roles of individuals (e.g., Alexander Solzhenitsyn, Pope John Paul II, Lech Walesa, Vaclav Havel).

(12.9.8) Identify the successes of relatively new democracies in Africa, Asia, and Latin America and the ideas, leaders, and general societal conditions that have launched and sustained, or failed to sustain, them.

(12.10) Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.

2.0 *Communication*

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contents:

2.1 *Reading:*

Specific applications of English–language arts (grades nine and ten)

(2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

(2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

(2.3) Generate relevant questions about readings on issues that can be researched.

(2.7) Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

Specific applications of English–language arts (grades eleven and twelve)

(2.3) Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

2.2 *Writing:*

Specific applications of English–language arts (grades nine and ten)

(2.3) Write expository compositions, including analytical essays and research reports:

a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
b. Convey information and ideas from primary and secondary sources accurately and coherently.
c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
f. Use technical terms and notations accurately.

(2.4) Write persuasive compositions:

a. Structure ideas and arguments in a sustained and logical fashion.
b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
d. Address readers’ concerns, counterclaims, biases, and expectations.

(2.5) Write business letters:

a. Provide clear and purposeful information and address the intended audience appropriately.

b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
c. Highlight central ideas or images.
d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.

(2.6) Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):

a. Report information and convey ideas logically and correctly.
b. Offer detailed and accurate specifications.
c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
d. Anticipate readers' problems, mistakes, and misunderstandings.

2.3 *Listening and Speaking:*

Specific applications of English–language arts (grades nine and ten)

(2.1) Deliver narrative presentations:

a. Narrate a sequence of events and communicate their significance to the audience.
b. Locate scenes and incidents in specific places.
c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.
d. Pace the presentation of actions to accommodate time or mood changes.

(2.2) Deliver expository presentations:

a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
b. Convey information and ideas from primary and secondary sources accurately and coherently.
c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.
f. Use technical terms and notations accurately.

(2.3) Apply appropriate interviewing techniques:

a. Prepare and ask relevant questions.
b. Make notes of responses.
c. Use language that conveys maturity, sensitivity, and respect.
d. Respond correctly and effectively to questions.
e. Demonstrate knowledge of the subject or organization.
f. Compile and report responses.
g. Evaluate the effectiveness of the interview.

(2.4) Deliver oral responses to literature:

a. Advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages (i.e., make and support warranted assertions about the text).
b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

(2.5) Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):

a. Structure ideas and arguments in a coherent, logical fashion.
b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).
c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
d. Anticipate and address the listener's concerns and counterarguments.

(2.6) Deliver descriptive presentations:

a. Establish clearly the speaker’s point of view on the subject of the presentation.
b. Establish clearly the speaker’s relationship with that subject (e.g., dispassionate observation, personal involvement).
c. Use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details.

2.4 *Written and Oral English Language Conventions*:

Specific applications of English–language arts (grades eleven and twelve)

(1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.

(1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.

(1.3) Reflect appropriate manuscript requirements in writing.

2.5 Know and understand the use of channels and networks as the necessary means of organizational communication.
2.6 Understand the importance of verbal and nonverbal communication in public services.

3.0 *Career Planning and Management*

Students understand how to make effective decisions, use career information, and manage personal career plans:

3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.
3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.
3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.

3.6 Know the key strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and portfolio preparation.

4.0 *Technology*

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.
4.2 Understand the use of technological resources to access, manipulate, and produce information, products, and services.
4.3 Understand the influence of current and emerging technology on selected segments of the economy.
4.4 Know the various technologies available and the sources for gaining technical skills.
4.5 Use technologies to analyze and interpret information.

5.0 *Problem Solving and Critical Thinking*

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:

5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
5.2 Understand the universal, systematic problem-solving model that incorporates input, process, outcome, and feedback components.
5.3 Use critical thinking skills to make informed decisions and solve problems.

6.0 *Health and Safety*

Students understand health and safety policies, procedures, regulations, and practices, including equipment and hazardous material handling:

6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
6.2 Understand critical elements for health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.
6.3 Know how to identify possible hazards in a variety of work environments.
6.4 Know the safe and proper use and maintenance of appropriate equipment.

7.0 *Responsibility and Flexibility*

Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.
7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
7.3 Understand the need to adapt to varied roles and responsibilities.
7.4 Understand that individual actions can affect the larger community.

8.0 *Ethics and Legal Responsibilities*

Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

8.1 Know major local, district, state, and federal regulatory agencies and entities that affect industry and how they enforce laws and regulations.
8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.
8.3 Understand the role of personal integrity and ethical behavior in the workplace.
8.4 Know personal and ethical behaviors that demonstrate commitment to professional ethics and legal responsibilities.
8.5 Know strategies and requirements for individuals and organizations to respond to unethical and illegal actions in a variety of workplace situations.

9.0 *Leadership and Teamwork*

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
9.2 Understand the ways in which preprofessional associations and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
9.3 Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.
9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
9.6 Understand how team diversity can be leveraged to maximize team effectiveness.

10.0 *Technical Knowledge and Skills*

Students understand the essential knowledge and skills common to all pathways in the Public Services sector:

10.1 Apply technical knowledge and skills required to function in a career.
10.2 Use resource allocation and distribution to assist with planning and delivery of services.
10.3 Understand the interconnected components of public services pathways.
10.4 Understand how budget issues, technology, and legislative action can affect public services.

11.0 *Demonstration and Application*

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

Pathway Standards

A. Human Services Pathway

The Human Services Pathway prepares high school students for work in entry-level positions in human services through classroom instruction, hands-on training, and community experience. It also prepares students for college and, eventually, a career in human services. Specifically, the Human Services Pathway examines the nature of helping people by identifying and describing the skills required by human service professionals.

A1.0 Students understand the history of human services in America and the role of and demand for human service professionals:

- A1.1 Analyze the origin of human services in America, the types of problems addressed, and the nature of the services provided.
- A1.2 Understand the different roles played by human service professionals now and throughout American history.

A2.0 Students understand the basic attitudes and skills needed to be a successful human service worker, including linking problem-solving methods to desired outcomes:

- A2.1 Understand the need for such characteristics in the human service worker as flexibility, patience, tolerance, persistence, emotional control, humor, discretion and confidentiality, empathy and compassion, and self-awareness and ways in which to enhance those characteristics.
- A2.2 Understand the level of crisis at which entry-level human services employees should seek professional assistance in solving the problem.
- A2.3 Understand when and how to use problem-solving techniques, such as brainstorming and mediation, and understand how to link the methodology to the desired outcome.

A3.0 Students develop the specific, effective communication skills essential for working in the human services field:

- A3.1 Understand how to engage people in conversation by using active listening skills, empathy, compassion, and self-awareness.
- A3.2 Understand the concepts of objectivity, subjectivity, collaboration, delayed gratification, and tolerance of frustration in dealing with others.

A4.0 Students understand various common cultures and the importance of providing culturally competent human services:

- A4.1 Understand the importance of cross-cultural sensitivity and appreciation of cultural differences in work with children, families, and communities from varying backgrounds.
- A4.2 Know how to train others to be culturally sensitive when working with people from diverse backgrounds.
- A4.3 Know and appreciate cultural differences in this society, understanding the fundamental benefits of cultural diversity as well as the challenges.

A5.0 Students know the basic principles of research, gathering data, entering the data, and interpreting the results:

A5.1 Understand basic research methods and skills, including formulating a hypothesis and identifying important variables.
A5.2 Know key methodologies for conducting literature searches on the Internet.
A5.3 Understand the fundamentals of constructing a survey to collect and analyze data, including the basic mathematics involved.

A6.0 Students understand various leadership styles and accountability in human services:

A6.1 Analyze various leadership styles in terms of accountability and commitment to others.
A6.2 Understand basic leadership styles and approaches and distinguish between leadership and management.
A6.3 Understand how leaders in the public and private sectors influence human service policy.
A6.4 Understand how and why accountability mechanisms protect people receiving human services.

A7.0 Students understand the basic elements of administration of a human services agency, including recordkeeping, and fundraising:

A7.1 Understand the fundamentals of funding and fundraising for a human services agency.
A7.2 Understand the various ways in which human services agencies are funded as well as sources for and approaches to fundraising.
A7.3 Understand the key aspects of administration, evaluation, reporting, and maintenance of records in a human services agency.

B. Legal and Government Services Pathway

The Legal and Government Services Pathway prepares high school students for work in entry-level positions in legal and government services through classroom instruction, hands-on training, and community experience. In addition, it prepares students for college and, eventually, a career in legal and government services. The Legal and Government Services Pathway examines the unique nature of careers in government service and the extensive legal system that affects nearly every aspect of society.

B1.0 Students develop and articulate reasoned, persuasive arguments in support of public policy options or positions:

B1.1 Know multiple ways of extracting ideas and materials from research and library resources.
B1.2 Use logical constructs to integrate and organize information and anticipate counterarguments.
B1.3 Use recognized patterns of discourse, rhetorical skills, images and figures of speech, and knowledge of situations and audiences to prepare and deliver compelling arguments regarding issues or proposals.
B1.4 Understand the characteristics of effective media presentations.

B2.0 Students understand methods to gain consensus for the resolution of differing opinions and positions and gain support for new policies or policy changes:

B2.1 Understand sources of conflict among constituents, constituent groups, and governing-body peers.

B2.2 Understand the importance of respect for ethical principles to encourage mutual regard.

B2.3 Know methods of articulating progress to various audiences to sustain support for present activities and future plans

B3.0 Students understand how to formulate plans and policies to meet social, economic, and physical needs:

B3.1 Know methods for partnering with citizens, interest groups, and public officials to develop a vision and generate standards, policies, and plans to meet specific needs.

B3.2 Understand planning principles to make job growth, population, revenue, and other projections.

B4.0 Students understand methods to acquire, analyze, and disseminate information and interpret laws to facilitate clear and positive communication:

B4.1 Understand specialized investigative techniques, devices, and equipment to enhance investigation regarding compliance with laws and regulations.

B4.2 Understand important ways in which information is collected, analyzed, organized, directed, and disseminated to realize specific objectives.

B4.3 Understand laws, legal interpretations, rules, or standards that apply to given situations in the specialty area of interest in legal and governmental services.

B5.0 Students understand how to maximize the potential of an organization to meet its vision, goals, and mission:

B5.1 Know economic, political, and social trends likely to affect an agency or department.

B5.2 Understand the value of seeking diverse opinion from all stakeholders.

B5.3 Know the techniques and tools for facilitating the most effective use of human resources, including strategies for recruiting and hiring a diverse workforce.

B5.4 Understand the departmental budget and allocation processes to ensure that resources are applied in a manner that is consistent with the department's vision, mission, and goals.

B5.5 Understand the use of tables of organization and other administrative systems to assign tasks and responsibilities for maximum effectiveness.

B6.0 Students understand methods of encouraging the flow of ideas and information to keep agencies and the public informed of policy changes and ongoing operations:

B6.1 Know methods to restate complex technical information or issues in language the general public can understand.

B6.2 Use verbal skills and presentation techniques effectively to explain, justify, or discuss public issues and handle difficult interviews.

B7.0 Students understand the use of analysis, planning, and fiscal services to prioritize and fund activities:

B7.1 Understand the process for estimating costs according to standards for government accounting.
B7.2 Know multiple ways of researching possibilities for new or increased funding of programs.
B7.3 Understand how to prepare budgets and financial reports and contract for audits.
B7.4 Know the operation of accounting systems to maintain compliance with standards for government agency accounting.

B8.0 Students understand the application of laws and policies to protect or disclose information, as appropriate:

B8.1 Understand the policy background and rationale for protecting or disclosing information.
B8.2 Understand the importance of a secure records environment.
B8.3 Understand the rationale for equal opportunity for access to open records and how to allow access in various practical situations.

B9.0 Students understand the foundation of national and state law and the important elements of trial procedure:

B9.1 Know the key elements of the U.S. Constitution and the Bill of Rights; and know the basic parameters of U.S. and international military, maritime, criminal, and civil law.
B9.2 Know the basic elements of all aspects of trial procedures.
B9.3 Understand various historical legal defenses and prosecutions.
B9.4 Understand the structure of California state law.
B9.5 Use state and federal legal codes to research issues.
B9.6 Understand the appropriate application of laws, rules, and standards and recognize actions in violation of laws, rules, and standards.

C. Protective Services Pathway

The Protective Services Pathway prepares high school students for work in entry-level positions in protective services through classroom instruction, hands-on training, and community experience. This pathway encompasses career opportunities in a variety of jobs with a main focus of ensuring the general safety and well-being of the community. The careers included in this pathway primarily address public order, fire protection, and emergency medical services.

C1.0 Students apply cognitive, critical thinking, and problem-solving skills to formulate solutions to problems common in the protective services career fields:

C1.1 Understand the value of multiple approaches to problem solving.
C1.2 Develop and maintain a constant awareness of potential problems.
C1.3 Process information effectively to make prompt and effective decisions.
C1.4 Use conflict-resolution and anger-management procedures to take charge of problems.
C1.5 Analyze and evaluate ideas, proposals, and solutions to problems.
C1.6 Apply critical thinking skills to perform in emergency response situations.

C2.0 Students develop team-building and leadership skills:

C2.1 Understand the qualities of effective leadership and how to exercise them in a group and in meetings.
C2.2 Exercise people skills, including respect, adaptability, and interpersonal skills, to provide group leadership and promote collaboration.
C2.3 Use team-building skills to solve problems.

C3.0 Students understand the safety, health, and environmental responsibilities of those in the protective services pathway:

C3.1 Become certified in first aid and cardiopulmonary resuscitation (CPR) in order to apply those skills as needed in emergencies.
C3.2 Employ personal safety procedures to meet prescribed regulations.
C3.3 Know the procedures for emergency response and the requirements for hazardous materials handling—in normal and emergency situations—to avoid health and environmental risks (e.g., blood-borne pathogens and contamination).
C3.4 Understand the safety and health issues related to serving persons with disabilities in careers in the Protective Services Pathway.
C3.5 Know the techniques for restraining individuals without violating their personal rights or jeopardizing safety.
C3.6 Ask appropriate questions to investigate accidents and related incidents and document findings.

C4.0 Students access, manage, integrate, and create information by using information technology tools specific to the Protective Services Pathway:

C4.1 Know software applications skills to create and use spreadsheets, documents, databases, and presentations.
C4.2 Use electronic mail, electronic communications networks, and Internet services to locate, retrieve, and distribute information.
C4.3 Use radio equipment, computer technology, and public address/warning systems to manage emergency situations.

C5.0 Students understand the common objectives and mission of the protective services, which are to solve problems, save lives, and protect property:

C5.1 Understand the use of tables of organization and other administrative systems to assign tasks and responsibilities for maximum effectiveness.
C5.2 Use organizational knowledge to describe how protective services operations interface with and rely on the other components of the Public Services sector and vice versa.
C5.3 Know the response procedures to respond to emergency incidents of any scale, small to catastrophic.
C5.4 Understand the components of the Protective Services Pathway.
C5.5 Understand the relative advantages and disadvantages of proprietary and contract security operations.

C6.0 Students understand the appropriate level of nutrition, fitness, and agility required by the protective services career fields:

C6.1 Understand the need for physical fitness and proper nutrition.

C6.2 Know the different physical agility assessments for protective services, and understand the skills and techniques necessary for success in agility testing.

C6.3 Design and implement a personal plan for achieving and maintaining an acceptable level of agility and physical fitness.

C7.0 Students understand the use of active listening, clear reporting, and professional equipment to communicate effectively:

C7.1 Know the basic techniques and methods of active listening to obtain and clarify information in oral communications.

C7.2 Understand how to use clear, concise, and legible entries from experience and observation to prepare and submit required reports.

C7.3 Understand a variety of communications methods and equipment (e.g., telephones, radio systems, and mobile data communications equipment).

C8.0 Students understand the laws, ordinances, regulations, and organizational rules that guide their respective protective services career field:

C8.1 Understand how federal, state, and local laws and regulations affect protective service operations.

C8.2 Understand the individual protection granted by the Constitution.

C9.0 Students know the skills and equipment needed to deal with most protective service situations, from local emergencies to areawide incidents:

C9.1 Understand the skills required to deal effectively with emergency situations.

C9.2 Know the key elements of an action plan.

C9.3 Understand the management of crisis negotiations to promote the safety of individuals and the public.

Transportation Industry Sector
Model Curriculum Standards

Transportation Career Pathway

Vehicle Maintenance, Service, and Repair
Aviation and Aerospace Transportation Services
Collision Repair and Refinishing

The Transportation sector is designed to provide a foundation in transportation services for all industrial technology education students in California. The pathways emphasize real-world, occupationally relevant experiences of significant scope and depth in Vehicle Maintenance, Service, and Repair, Aviation and Aerospace Transportation Services, and Collision Repair and Refinishing. The standards are designed to integrate academic and technical preparation with a focus on career awareness, career exploration, and skill preparation in three pathways. Integral components include classroom, laboratory, hands-on contextual learning, and project- and work-based instruction as well as internship, community classroom, cooperative career technical education, and leadership development. The Transportation sector standards prepare students for continued training, postsecondary education, and entry to a career.

Foundation Standards

1.0 *Academics*

Students understand the academic content required for entry into postsecondary education and employment within the Transportation sector:

1.1 *Mathematics***:**

Specific applications of number sense (grade seven)

(1.1) Read, write, and compare rational numbers in scientific notation (positive and negative powers of 10) with approximate numbers using scientific notation.

(1.2) Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.

(1.3) Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.

(1.4) Differentiate between rational and irrational numbers.

(1.5) Know that every rational number is either a terminating or repeating decimal and be able to convert terminating decimals into reduced fractions.

(1.6) Calculate the percentage of increases and decreases of a quantity.

(1.7) Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.

Specific applications of mathematical reasoning (grade seven)

(2.1) Use estimation to verify the reasonableness of calculated results.

(2.2) Apply strategies and results from simpler problems to more complex problems.

(2.3) Estimate unknown quantities graphically and solve for them by using logical reasoning and arithmetic and algebraic techniques.

(2.4) Make and test conjectures by using both inductive and deductive reasoning.

(2.5) Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.

(2.6) Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.

(2.7) Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.

(2.8) Make precise calculations and check the validity of the results from the context of the problem.

(3.1) Evaluate the reasonableness of the solution in the context of the original situation.

(3.2) Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.

(3.3) Develop generalizations of the results obtained and the strategies used and apply them to new problem situations.

Specific applications of algebra and functions (grade seven)

(1.1) Use variables and appropriate operations to write an expression, an equation, an inequality, or a system of equations or inequalities that represents a verbal description (e.g., three less than a number, half as large as area A).

(3.4) Plot the values of quantities whose ratios are always the same (e.g., cost to the number of an item, feet to inches, circumference to diameter of a circle). Fit a line to the plot and understand that the slope of the line equals the quantities.

Specific applications of measurement and geometry (grade seven)

(1.1) Compare weights, capacities, geometric measures, times, and temperatures within and between measurement systems (e.g., miles per hour and feet per second, cubic inches to cubic centimeters).

(2.4) Relate the changes in measurement with a change of scale to the units used (e.g., square inches, cubic feet) and to conversions between units (1 square foot = 144 square inches or [1 ft2] = [144 in2], 1 cubic inch is approximately 16.38 cubic centimeters or [1 in3] = [16.38 cm3]).

Specific applications of Algebra I (Grade 8-12)

(1.1) Students use properties of numbers to demonstrate whether assertions are true or false.

(5.0) Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.

(8.0) Students understand the concepts of parallel lines and perpendicular lines and how those slopes are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point.

(12.0) Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.

(24.1) Students explain the difference between inductive and deductive reasoning and identify and provide examples of each.

(24.2) Students identify the hypothesis and conclusion in logical deduction.

(24.3) Students use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.

Specific applications of geometry (grades eight through twelve)

(11.0) Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.

Specific applications of Algebra II (grades eight through twelve)

(6.0) Students add, subtract, multiply, and divide complex numbers.

1.2 *Science:*

Specific applications of investigation and experimentation (grades nine through twelve)

(1.a) Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.

(1.d) Formulate explanations by using logic and evidence.

Specific applications of physics (grades nine through twelve)

(1.d) Students know that when one object exerts a force on a second object, the second object always exerts a force of equal magnitude and in the opposite direction (Newton's third law).

(3.a) Students know heat flow and work are two forms of energy transfer between systems.

(5.a) Students know how to predict the voltage or current in simple direct current (DC) electric circuits constructed from batteries, wires, resistors, and capacitors.

(5.b) Students know how to solve problems involving Ohm's law.

Specific applications of investigation and experimentation (grades nine through twelve)

(1.l) Analyze situations and solve problems that require combining and applying concepts from more than one area of science.

1.3 *History–Social Science*:

Specific applications of U.S. history and geography (grade eleven)

(11.5.7) Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.

(11.8.7) Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.

(11.11.3) Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.

2.0 *Communications*

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contents:

2.1 *Reading:*

Specific applications of English–language arts (grades nine and ten)

(2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

(2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

(2.6) Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).

Specific applications of English–language arts (grades eleven and twelve)

(2.3) Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

2.2 *Writing:*

Specific applications of English–language arts (grade eight)

(1.4) Plan and conduct multiple-step information searches by using computer networks and modems.

(1.5) Achieve an effective balance between researched information and original ideas.

(1.6) Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.

Specific applications of English–language arts (grades nine and ten)

(1.3) Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.

(1.4) Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).

(1.5) Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).

(1.7) Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., *Modern Language Association Handbook, The Chicago Manual of Style).*

(1.8) Design and publish documents by using advanced publishing software and graphic programs.

(2.6) Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):

a. Report information and convey ideas logically and correctly.
b. Offer detailed and accurate specifications.
c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
d. Anticipate readers' problems, mistakes, and misunderstandings.

Specific applications of English–language arts (grades eleven and twelve)

(1.7) Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).

(1.8) Integrate databases, graphics, and spreadsheets into word-processed documents.

(2.5) Write job applications and résumés:

a. Provide clear and purposeful information and address the intended audience appropriately.
b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
c. Modify the tone to fit the purpose and audience.
d. Follow the conventional style for that type of document (e.g., resume, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

(2.6) Deliver multimedia presentations:

a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
b. Select an appropriate medium for each element of the presentation.

c. Use the selected media skillfully, editing appropriately and monitoring for quality.
d. Test the audience's response and revise the presentation accordingly.

2.3 *Listening and Speaking:*

Specific applications of English–language arts (grade eight)

(1.1) Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.

(1.2) Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.

(1.3) Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.

(1.4) Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.

(1.5) Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.

(1.6) Use appropriate grammar, word choice, enunciation, and pace during formal presentations.

(1.7) Use audience feedback (e.g., verbal and nonverbal cues):
a. Reconsider and modify the organizational structure or plan.
b. Rearrange words and sentences to clarify the meaning.

(1.8) Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).

(1.9) Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.

(2.1) Deliver narrative presentations (e.g., biographical, autobiographical):

a. Relate a clear, coherent incident, event, or situation by using well-chosen details.
b. Reveal the significance of, and the subject's attitude about, the incident, event, or situation.
c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).

(2.2) Deliver oral responses to literature:

a. Interpret a reading and provide insight.

b. Connect the students' own responses to the writer's techniques and to specific textual references.
c. Draw supported inferences about the effects of a literary work on its audience.
d. Support judgments through references to the text, other works, other authors, or personal knowledge.

(2.3) Deliver research presentations:

a. Define a thesis.
b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic, as appropriate.
c. Use a variety of primary and secondary sources and distinguish the nature and value of each.
d. Organize and record information on charts, maps, and graphs.

(2.4) Deliver persuasive presentations:

a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).
b. Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning.
c. Anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements.
d. Maintain a reasonable tone.

(2.5) Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures expressively to enhance the meaning.

Specific applications of English–language arts (grades eleven and twelve)

(1.8) Use effective and interesting language, including:

a. Informal expressions for effect
b. Standard American English for clarity
c. Technical language for specificity

2.4 *Written and Oral English Language Conventions:*

Specific applications of English–language arts (grades nine and ten)

(1.4) Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

(1.5) Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.

3.0 *Career Planning and Management*

Students understand how to make effective decisions, use career information, and manage personal career plans:

3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.
3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.
3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.
3.6 Know key strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and portfolio preparation.

4.0 *Technology*

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.
4.2 Understand the use of technological resources to access, manipulate, and produce information, products, and services.
4.3 Understand the influence of current and emerging technology on selected segments of the economy.
4.4 Understand the role and function of tools, equipment, and machines in the latest technology.
4.5 Know key aspects of the current economy and labor market, including the type of goods and services produced, the type of skills workers need, the effects of rapid technological change, and the impact of international competition.

5.0 *Problem Solving and Critical Thinking*

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:

5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
5.2 Understand the universal, systematic problem-solving model that incorporates input, process, outcome, and feedback components.
5.3 Use critical thinking skills to make informed decisions and solve problems.
5.4 Apply troubleshooting strategies, including failure analysis procedures, to issues as they arise.
5.5 Understand and demonstrate the ability to plan and solve problems in a systematic manner and apply the learned skills to real-world situations.

6.0 *Health and Safety*

Students understand health and safety policies, procedures, regulations, and practices, including equipment and hazardous material handling:

6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
6.2 Understand critical elements for health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.
6.3 Use tools, equipment, and machinery safely and appropriately.
6.4 Know the local, state, and federal laws, and the requirements of regulatory agencies, that affect the transportation industry.

7.0 *Responsibility and Flexibility*

Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.
7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
7.3 Understand the need to adapt to varied roles and responsibilities.
7.4 Understand that individual actions can affect the larger community.

8.0 *Ethics and Legal Responsibilities*

Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

8.1 Know major local, district, state, and federal regulatory agencies and entities that affect industry and how they enforce laws and regulations.
8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.
8.3 Understand the role of personal integrity and ethical behavior in the workplace.

9.0 *Leadership and Teamwork*

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
9.2 Understand the ways in which preprofessional associations, such as SkillsUSA, and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
9.3 Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.
9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

9.6 Participate as a member of a team and contribute to a group effort.

10.0 *Technical Knowledge and Skills*

Students understand the essential knowledge and skills common to all pathways in the Transportation sector:

10.1 Understand how to use and maintain transportation technological products and systems.
10.2 Understand the applications of transportation technology in relation to land, water, and air/space.
10.3 Understand the resources used to transport people and goods.
10.4 Understand various systems and processes related to transportation.
10.5 Operate, maintain, and troubleshoot equipment.
10.6 Understand how to acquire, store, and use materials and allocate space efficiently.
10.7 Understand how to select and use information and communication technologies.
10.8 Understand the need to participate in sector-related professional improvement activities, SkillsUSA, other career technical education and skills associations, and professional improvement activities related to career pathway specializations.
10.9 Understand the need to obtain and maintain industry-standard, technical certifications significant to an industry sector.

11.0 *Demonstration and Application*

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

Pathway Standards

A. Vehicle Maintenance, Service and Repair

The Vehicle Maintenance, Service and Repair Pathway will prepare students for postsecondary education and employment in the transportation industry, which includes but is not limited to, motor vehicles, rail systems, marine applications, and outdoor power equipment.

A1.0 Students understand the value and necessity of practicing personal and occupational safety and environmental protection by using materials and processes in accordance with manufacturer and industry standards:

- A1.1 Know and understand common environmental conservation practices and their applications.
- A1.2 Practice the safe handling and storage of chemicals and hazardous wastes in accordance with material safety data sheets and the requirements of local, state, and federal regulatory agencies.
- A1.3 Understand the way in which waste gasses, emissions, and other environmentally destructive substances are generated, and their effects on the environment.
- A1.4 Evaluate the advantages and disadvantages of existing, new, and emerging systems and the effects of those systems on the environment.
- A1.5 Use appropriate personal protective equipment and safety practices.

A2.0 Students understand the safe and appropriate use of tools, equipment, and work processes:

- A2.1 Understand and use appropriate tools and equipment, such as wrenches, sockets, and pliers, to perform systems and component maintenance and repair operations.
- A2.2 Use tools, equipment, and machines to safely measure, test, diagnose, and analyze components and systems (e.g., electrical and electronic circuits, alternating- and direct-current applications, fluid/hydraulic, and air/pneumatic systems).
- A2.3 Select and use the appropriate measurement device(s**)** and use mathematical functions necessary to perform required fabrication, maintenance, and operation procedures.
- A2.4 Know and understand the elements of precision measuring using standard and metric systems.
- A2.5 Use measurement scales, devices, and systems, such as dial indicators, micrometers to design, fabricate, diagnose, maintain and repair vehicles and components following appropriate industry standards.
- A2.6 Know and understand how to access technical reports, manuals, electronic retrieval systems, and related technical data resources.
- A2.7 Comprehend the importance of calibration processes, systems, and techniques using various measurement and testing devices.

A3.0 Students understand scientific principles in relation to chemical, mechanical, and physical functions for various engine and vehicle systems:

- A3.1 Understand the operating principles of internal and external combustion engines.
- A3.2 Understand the function and principles of air conditioning and heating systems.
- A3.3 Understand the basic principles of pneumatic and hydraulic power and their applications.
- A3.4 Understand the applications of alternative power sources.
- A3.5 Understand the basic principles of electricity, electronics and electrical power generation, and distribution systems.
- A3.6 Understand the principles of converting energy from one form to another.
- A3.7 Perform necessary procedures to maintain, diagnose, service and repair vehicle or systems and malfunctions.

A4.0 Students perform and document maintenance procedures in accordance with the recommendations of the manufacturer:

- A4.1 Understand the procedures and practices of various manufacturers regarding repair and maintenance schedules.
- A4.2 Know how to properly document maintenance procedures in accordance with applicable rules, laws, and regulations (e.g., BAR, OSHA, and ARB).
- A4.3 Use reference books, technical service bulletins, and other documents and materials related to the automotive service industry available in print and through electronic retrieval systems to accurately diagnose and repair vehicles.

A4.4 Complete a work order including customer information, description of repairs and billing information in accordance with applicable rules, laws and regulations.

A5.0 Students understand and apply appropriate business practices:

- A5.1 Understand work-related systems common to the transportation service industry.
- A5.2 Know laws and regulations applicable to the record keeping and the appropriate handling and disposal of hazardous materials.
- A5.3 Understand the importance of and procedures for maintaining accurate records (e.g., business licenses, repair orders, billing and tax records).
- A5.4 Understand the concept and application of accepted ethical business practices.
- A5.5 Understand the concept and application of acceptable customer relation practices.
- A5.6 Understand the need for maintenance of components and systems and the conditions under which service and maintenance are required

A6.0 Students understand the application, operation, maintenance and diagnosis of engines, including but not limited to two- and four-stroke and supporting subsystems:

- A6.1 Perform general engine maintenance, diagnosis, service and repair in accordance with the industry standards such as Automotive Service Excellence, Automotive Technician Training Standards, the Equipment and Engine Training Council.
- A6.2 Maintain, diagnose, service and repair lubrication and cooling systems.
- A6.3 Understand how to maintain, diagnose, and repair computerized engine control systems and other engine-related systems.
- A6.4 Maintain, diagnose, service and repair ignition, electronic and computerized engine controls and fuel management systems.

A7.0 Students understand the function, principles and operation of electrical and electronic systems using manufacturer and industry standards:

- A7.1 Understand how to maintain, diagnose, and repair electrical systems.
- A7.2 Maintain, diagnose, repair, and service batteries.
- A7.3 Understand how to maintain, diagnose, service and repair starting and charging systems.
- A7.4 Diagnose, service and repair lighting systems.
- A7.5 Diagnose, service and repair heating and air conditioning systems and components.
- A7.6 Diagnose, service and repair horns, wipers/washers, and other accessories.
- A7.7 Perform necessary procedures to maintain, diagnose, service and repair vehicle electrical and electronic systems and malfunctions.

A8.0 Students understand the function and principles of automotive drivetrain, steering and suspension, brake, and tire and wheel components and systems in accordance with the industry standards such as Automotive Service Excellence, Automotive Technician Training Standards.

A.8.1 Understand how to maintain, diagnose, service, and repair hydraulic and power assist systems.
A8.2 Diagnose, service, and repair disc brakes, drum brakes, antilock brakes and other brake systems as developed.
A8.3 Diagnose, service, and repair steering and suspension systems.
A8.4 Understand the function and operation of automatic and manual transmissions and transaxles.
A8.5 Understand tire and rim sizing to select appropriate wheels and tires for vehicles.
A8.6 Maintain, diagnose, service and repair under vehicle systems and malfunctions.

B. Aviation and Aerospace Transportation Services Pathway

The Aviation and Aerospace Transportation Services Pathway prepares students for postsecondary education and employment in the aviation and aerospace industries.

B1.0 Students understand the value and necessity of practicing personal and occupational safety and environmental protection by using materials and processes in accordance with manufacturer and industry standards:

B1.1 Practice fundamental, application-specific work processes, safety concepts, and required behaviors.
B1.2 Practice fundamental, application-specific biological health hazard safety concepts and required behaviors.
B1.3 Understand the generation of waste gasses, emissions, and other environmentally destructive gasses and substances and the effect of such substances on the environment.
B1.4 Understand the advantages and disadvantages of aviation and aerospace transportation systems and the effects of those systems on the environment.
B1.5 Understand new and emerging aviation and aerospace transportation energy systems, materials resources, and technology (e.g., carbon fiber) and the related implications on the environment.
B1.6 Understand the elements of combustion, fire classifications, and fire fighting equipment and techniques specific to the aviation and aerospace industries.

B2.0 Students understand the safe and appropriate use of tools and equipment common to the aviation and aerospace industries:

B2.1 Understand how aviation/aerospace industry tools and equipment are used to perform systems and component maintenance and repair operations.
B2.2 Understand current industry practices and strategies for work processes.
B2.3 Use appropriate tools, equipment, and machines common to aviation/aerospace components and systems.
B2.4 Use tools, equipment, and machines to safely measure, test, diagnose, and analyze aviation/aerospace components and systems (e.g., electrical and electronic circuits, alternating- and direct-current applications, fluid/hydraulic, and air/pneumatic systems).

B3.0 Students understand and apply measurement systems and the mathematical functions necessary to perform required maintenance and operation procedures:

- B3.1 Understand industry standard measurement scales, devices, and systems used to perform design, fabrication, diagnostic, maintenance, and repair procedures.
- B3.2 Use technical vocabulary, technical reports and manuals, electronic systems, and related technical data resources specific to aviation/aerospace transportation industry components and systems.
- B3.3 Understand the importance of calibration processes, systems, and techniques in using various measurements and testing devices.
- B3.4 Understand the mathematical functions associated with production and maintenance of aircraft.
- B3.5 Understand mathematical functions at a proficiency level specified by Federal Aviation Administration Regulations, Part 147, Appendix B.

B4.0 Students understand scientific principles in relation to chemical, mechanical, and physical functions:

- B4.1 Understand the operating principles of internal and external combustion engines.
- B4.2 Understand the basic principles and the applications of pneumatic and hydraulic power.
- B4.3 Understand the potential application of alternative power sources.
- B4.4 Understand the basic principles of electricity, electronics and electrical power generation, and distribution as commonly applied.
- B4.5 Understand the principles of converting energy from one form to another and their applications.
- B4.6 Know the basic terms, characteristics, and concepts of physical and chemical processes.

B5.0 Students understand and perform maintenance procedures for aviation and aerospace vehicles:

- B5.1 Understand electrical applications, weight and balance specifications, and drawings and schematics at the proficiency level specified by Federal Aviation Administration Regulations, Part 147, Appendix B.
- B5.2 Understand fluid lines and fittings, materials and processes, ground operation and servicing, cleaning and corrosion control, and maintenance forms and records at the specified proficiency level.
- B5.3 Know the conditions under which service and maintenance are required for aviation vehicles by Federal Aviation Administration Regulations, Part 147, Appendix B.
- B5.4 Maintain and document the maintenance of aviation and aerospace vehicles in accordance with the recommendations of the manufacturer.

B6.0 Students understand the basic business practices of their employment environment:

- B6.1 Understand work-related systems of the aviation and aerospace industries.
- B6.2 Maintain accurate records for the pilot, tower, and so forth, as applicable.

B6.3 Understand how guidelines, rules, regulations, and laws control aviation and aerospace industry practices and how they are overseen by local, state, federal, and international aviation agencies.

B6.4 Understand the practices of acceptable customer relations services.

B6.5 Understand the production and use of industry-generated documents, records, and forms as well as related management skills used in aviation and aerospace transportation industries.

C. Collision Repair and Refinishing Pathway

The Collision Repair and Refinishing Pathway prepares students for postsecondary education and employment in the transportation industry, including, but not limited to, body and frame straightening, estimating, painting, and refinishing.

C1.0 Students understand the value and necessity of practicing personal and occupational safety and the environmental effects of collision repair and refinishing practices:

- C1.1 Understand industry environmental conservation practices and their applications.
- C1.2 Practice the safe handling and storage of chemicals and hazardous wastes as required by the Occupational Safety and Health Administration, Air Resources Board, Air Quality Management Districts, and other regulatory agencies.
- C1.3 Understand the generation of waste products and other environmentally destructive substances.
- C1.4 Use appropriate materials and repair technologies.
- C1.5 Understand the environmental implications of using new and emerging materials, resources, and technologies.
- C1.6 Understand the safety practices applied when servicing vehicle-body electronics and other vehicle systems.

C2.0 Students understand the safe and appropriate use of tools, equipment, and work processes:

- C2.1 Understand how certain tools and equipment are used to perform maintenance and repair operations.
- C2.2 Use tools, equipment, and machines to safely measure, test, diagnose, and analyze components and systems (e.g., electrical and electronic circuits, alternating- and direct-current applications, fluid/hydraulic, and air/pneumatic systems).

C3.0 Students understand and apply measurement systems and the mathematical functions necessary to perform required fabrication, maintenance, and operation procedures:

- C3.1 Understand industry-standard measurement scales, devices, and systems used to perform design, fabrication, diagnostic, maintenance, and repair procedures.
- C3.2 Use technical vocabulary, technical reports and manuals, electronic systems, and related technical data resources, as appropriate, to determine repairs and estimates.
- C3.3 Understand the different types of welding and heat processes used in repair processes and procedures.

C3.4 Understand the mathematical functions associated with collision repair and refinishing.

C4.0 Students understand scientific principles in relation to chemical, mechanical, and physical functions and in relation to industry and manufacturer standards:

- C4.1 Understand the principles of mechanical, electrical, hydraulic, and pneumatic power in relation to collision repair and refinishing.
- C4.2 Understand the physical and chemical characteristics of metals, plastics, and other materials.
- C4.3 Understand the principles of electricity and electronics.
- C4.4 Know the basic terms, characteristics, and concepts of physical and chemical processes.
- C4.5 Understand body and frame construction.
- C4.6 Understand the importance of calibration processes, systems, and techniques in using various measurement and testing devices.

C5.0 Students perform and document repair procedures in accordance with manufacturer recommendations and industry standards:

- C5.1 Understand the recommended procedures and practices of various manufacturers.
- C5.2 Document repair procedures accurately, as required by the Bureau of Automotive Repair and other regulatory agencies.
- C5.3 Use reference books and materials, technical service bulletins, and other related documents to determine repair, rate of pay, and so forth.

C6.0 Students understand basic business practices:

- C6.1 Understand work-related systems.
- C6.2 Know laws and regulations applicable to the recordkeeping and handling of hazardous materials.
- C6.3 Understand the importance of and procedures for maintaining accurate records.
- C6.4 Understand the concept and application of accepted ethical business practices.
- C6.5 Understand the concept and application of acceptable customer relations services.

C7.0 Students understand structural and nonstructural analysis and damage repair:

- C7.1 Understand how to perform frame inspection and repair.
- C7.2 Know applications, installations, and removal of fixed and moveable glass and hardware.
- C7.3 Know how to perform the principles of metal welding and cutting.
- C7.4 Understand and know how to prepare and analyze vehicles for repair.
- C7.5 Know how to perform outer body panel repairs, replacements, and adjustments.
- C7.6 Understand and know how to prepare vehicles for metal finishing and body filling.

C8.0 Students understand mechanical and electrical components in relation to industry and manufacturer standards:

- C8.1 Understand how to perform steering and suspension analysis and repairs.

C8.2 Know how to perform electrical repairs.
C8.3 Know how to perform brake analysis and repairs.
C8.4 Know how to perform heating, air conditioning, and cooling system repairs.
C8.5 Understand the operation of drivetrain, fuel, intake, and exhaust systems.
C8.6 Understand the operation of restraint systems.

C9.0 Students understand the concepts, principles, and practices of painting and refinishing:

C9.1 Understand how to identify, use, and repair plastics and adhesives.
C9.2 Know how to prepare surfaces for painting and finishing.
C9.3 Understand the operation of spray guns and related equipment.
C9.4 Know how to mix, match, and apply paint.
C9.5 Understand the causes and cures of paint defects.
C9.6 Understand how to prepare vehicles for final detail.

Appendix

Career Technical Education and Academic Standards Crosswalk

Mathematics Standards

Number Sense (Grade Seven)

1.0 Students know the properties of, and compute with, rational numbers expressed in a variety of forms: BLD, ED, ENERGY, ENGR, FASH, F&B, IT, MANUF, MSS, TRANSP

- 1.1 Read, write, and compare rational numbers in scientific notation (positive and negative powers of 10) with approximate numbers using scientific notation. BLD, ED, ENERGY, ENGR, F&B, IT, MANUF, MSS, TRANSP
- 1.2 Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers. BLD, ED, ENERGY, ENGR, F&B, IT, MANUF, MSS, TRANSP
- 1.3 Convert fractions to decimals and percents and use these representations in estimations, computations, and applications. BLD, ED, ENERGY, ENGR, F&B, IT, MANUF, MSS, TRANSP
- 1.4 Differentiate between rational and irrational numbers. BLD, ED, ENERGY, ENGR, F&B, IT, MANUF, MSS, TRANSP
- 1.5 Know that every rational number is either a terminating or repeating decimal and be able to convert terminating decimals into reduced fractions. BLD, ED, ENERGY, ENGR, F&B, IT, MANUF, MSS, TRANSP
- 1.6 Calculate the percentage of increases and decreases of a quantity. BLD, ED, ENERGY, ENGR, F&B, IT, MANUF, MSS, TRANSP
- 1.7 Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest. ARTS, BLD, ED, ENERGY, ENGR, F&B, IT, MANUF, MSS, TRANSP

2.0 Students use exponents, powers, and roots and use exponents in working with fractions:

- 2.2 Add and subtract fractions by using factoring to find common denominators. ARTS
- 2.3 Multiply, divide, and simplify rational numbers by using exponent rules. ARTS

Algebra and Functions (Grade Seven)

1.0 Students express quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and graphs:

- 1.1 Use variables and appropriate operations to write an expression, an equation, an inequality, or a system of equations or inequalities that represents a verbal description (e.g., three less than a number, half as large as area A). ENERGY, TRANSP

3.0 Students graph and interpret linear and some nonlinear functions:

3.4 Plot the values of quantities whose ratios are always the same (e.g., cost to the number of an item, feet to inches, circumference to diameter of a circle). Fit a line to the plot and understand that the slope of the line equals the quantities. ENERGY, TRANSP

Measurement and Geometry (Grade Seven)

1.0 Students choose appropriate units of measure and use ratios to convert within and between measurement systems to solve problems: HLTH

1.1 Compare weights, capacities, geometric measures, times, and temperatures within and between measurement systems (e.g., miles per hour and feet per second, cubic inches to cubic centimeters). ARTS, ENERGY, HLTH, TRANSP

1.2 Construct and read drawings and models made to scale. ARTS, HLTH

1.3 Use measures expressed as rates (e.g., speed, density) and measures expressed as products (e.g., person-days) to solve problems; check the units of the solutions; and use dimensional analysis to check the reasonableness of the answer. HLTH

2.4 Relate the changes in measurement with a change of scale to the units used (e.g., square inches, cubic feet) and to conversions between units (1 square foot = 144 square inches or [1 ft^2] = [144 in^2], 1 cubic inch is approximately 16.38 cubic centimeters or [1 in^3] = [16.38 cm^3]). ENERGY, MANUF, TRANSP

Statistics, Data Analysis, and Probability (Grade Seven)

1.0 Students collect, organize, and represent data sets that have one or more variables and identify relationships among variables within a data set by hand and through the use of an electronic spreadsheet software program: F&B, IT, MSS

1.3 Understand the meaning of, and be able to compute, the minimum, the lower quartile, the median, the upper quartile, and the maximum of a data set. MANUF

Mathematical Reasoning (Grade Seven)

1.0 Students make decisions about how to approach problems: HLTH

1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns. ED, HLTH, MSS

1.2 Formulate and justify mathematical conjectures based on a general description of the mathematical question or problem posed. HLTH

1.3 Determine when and how to break a problem into simpler parts. ARTS, HLTH

2.0 Students use strategies, skills, and concepts in finding solutions: BLD, ED, ENERGY, ENGR, F&B, IT, MANUF, MSS, TRANSP

2.1 Use estimation to verify the reasonableness of calculated results. BLD, ED, ENERGY, ENGR, F&B, IT, MANUF, MSS, TRANSP

2.2 Apply strategies and results from simpler problems to more complex problems. BLD, ED, ENERGY, ENGR, F&B, IT, MANUF, MSS, TRANSP

2.3 Estimate unknown quantities graphically and solve for them by using logical reasoning and arithmetic and algebraic techniques. BLD, ED, ENERGY, ENGR, F&B, IT, MANUF, MSS, TRANSP

2.4 Make and test conjectures by using both inductive and deductive reasoning. BLD, ED, ENERGY, ENGR, F&B, IT, MANUF, MSS, TRANSP

2.5 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning. BLD, ED, ENERGY, ENGR, F&B, IT, MANUF, MSS, TRANSP

2.6 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work. BLD, ED, ENERGY, ENGR, F&B, IT, MANUF, MSS, TRANSP

2.7 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy. BLD, ED, ENERGY, ENGR, F&B, IT, MANUF, MSS, TRANSP

2.8 Make precise calculations and check the validity of the results from the context of the problem. BLD, ED, ENERGY, ENGR, F&B, IT, MANUF, MSS, TRANSP

3.0 Students determine a solution is complete and move beyond a particular problem by generalizing to other situations: BLD, ED, ENERGY, ENGR, F&B, IT, MANUF, MSS, TRANSP

3.1 Evaluate the reasonableness of the solution in the context of the original situation. ARTS, BLD, ED, ENERGY, ENGR, F&B, IT, MANUF, MSS, TRANSP

3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems. BLD, ED, ENERGY, ENGR, F&B, IT, MANUF, MSS, TRANSP

3.3 Develop generalizations of the results obtained and the strategies used and apply them to new problem situations. BLD, ED, ENERGY, ENGR, F&B, IT, MANUF, MSS, TRANSP

Algebra I (Grades Eight Through Twelve)

1.0 Students identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations where applicable: ED, ENERGY, ENGR, FASH, F&B, HOSP, IT, MANUF, MSS, TRANSP

2.0 Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents. ENGR

3.0 Students solve equations and inequalities involving absolute values. ENGR

4.0 Students simplify expressions before solving linear equations and inequalities in one variable, such as 3(2x-5) + 4(x-2) = 12. BLD

5.0 Students solve multi-step problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step. BLD, ENERGY, ENGR, F&B, IT, MANUF, MSS, PUB, TRANSP

6.0 Students graph a linear equation and compute the *x*- and *y*- intercepts (e.g., graph 2x + 6y = 4). They are also able to sketch the region defined by linear inequality (e.g., they sketch the region defined by 2x + 6y < 4). MANUF

8.0 Students understand the concepts of parallel lines and perpendicular lines and how those slopes are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point. ENERGY, MANUF, TRANSP

10.0 Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques. AG, MANUF

12.0 Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms. AG, ENERGY, ENGR, MANUF, TRANSP

13.0 Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques. AG, ED, FASH, F&B, HOSP, IT, MSS

15.0 Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems. AG, ARTS, BLD, ENERGY, ENGR, F&B, IT, MANUF, MSS, PUB

24.0 Students use and know simple aspects of a logical argument: ARTS p35, ED p62, FASH, F&B, HOSP, IT, MSS, TRANSP

24.1 Students explain the difference between inductive and deductive reasoning and identify and provide examples of each. ENERGY, PUB

24.2 Students identify the hypothesis and conclusion in logical deduction.

24.3 Students use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion. PUB

25.0 Students use properties of the number system to judge the validity of results, to justify each step of a procedure, and to prove or disprove statements: ARTS p35, F&B, IT, MSS, PUB

25.1 Students use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions. PUB

25.2 Students judge the validity of an argument according to whether the properties of the real number system and the order of operations have been applied correctly at each step. PUB

25.3 Given a specific algebraic statement involving linear, quadratic, or absolute value expressions or equations or inequalities, students determine whether the statement is true sometimes, always, or never. PUB

Geometry (Grades Eight Through Twelve)

3.0 Students construct and judge the validity of a logical argument and give counterexamples to disprove a statement. AG, ARTS

8.0 Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures. AG, BLD, ED, FASH, HOSP, MANUF

9.0 Students compute the volumes and surface areas of prisms, pyramids, cylinders, cones, and spheres; and students commit to memory the formulas for prisms, pyramids, and cylinders. AG

10.0 Students compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids. AG

11.0 Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids. AG, BLD, ENERGY, TRANSP

12.0 Students find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems. AG, BLD

15.0 Students use the Pythagorean theorem to determine distance and find missing lengths of sides of right triangles. BLD, ENGR

16.0 Students perform basic constructions with a straightedge and compass, such as angle bisectors, perpendicular bisectors, and the line parallel to a given line through a point off the line. BLD, MANUF

19.0 Students use trigonometric functions to solve for an unknown length of a side of a right triangle, given an angle and a length of a side. BLD, ENGR, MANUF

Algebra II (Grades Eight Through Twelve)

3.0 Students are adept at operations on polynomials, including long division. ENGR

6.0 Students add, subtract, multiply, and divide complex numbers. ENERGY, ENGR, TRANSP

Probability and Statistics (Grades Eight Through Twelve)

This discipline is an introduction to the study of probability, interpretation of data, and fundamental statistical problem solving. Mastery of this academic content will provide students with a solid foundation in probability and facility in processing statistical information.

3.0 Students demonstrate an understanding of the notion of *discrete random variables* by using them to solve for the probabilities of outcomes, such as the probability of the occurrence of five heads in 14 coin tosses. ARTS

8.0 Students organize and describe distributions of data by using a number of different methods, including frequency tables, histograms, standard line and bar graphs, stem-and-leaf displays, scatterplots, and box-and-whisker plots. AG, ARTS

Science Standard

Focus on Life Science (Grade Seven)

Cell Biology (Grade Seven)

1. All living organisms are composed of cells, from just one to many trillions, whose details usually are visible only through a microscope. As a basis for understanding this concept:
    a. *Students know* cells function similarly in all living organisms. HLTH

Structure and Function in Living Systems (Grade Seven)

5. The anatomy and physiology of plants and animals illustrate the complementary nature of structure and function. As a basis for understanding this concept: HLTH
    a. *Students* know plants and animals have levels of organization for structure and function, including cells, tissues, organs, organ systems, and the whole organism. HLTH
    b. *Students* know organ systems function because of the contributions of individual organs, tissues, and cells. The failure of any part can affect the entire system. HLTH
    c. *Students* know how bones and muscles work together to provide a structural framework for movement. HLTH
    d. *Students* know how the reproductive organs of the human female and male generate eggs and sperm and how sexual activity may lead to fertilization and pregnancy. HLTH
    e. *Students* know the function of the umbilicus and placenta during pregnancy. HLTH
    g. *Students* know how to relate the structures of the eye and ear to their functions. HLTH

Investigation and Experimentation (Grades Nine Through Twelve)

1. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other four strands, students should develop their own questions and perform investigations. Students will:
    a. Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data. AG, BLD, ED, ENERGY, ENGR, FASH, F&B, HOSP, IT, MANUF, MSS, PUB, TRANSP
    b. Identify and communicate sources of unavoidable experimental error. ARTS
    c. Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions. AG, ARTS, PUB
    d. Formulate explanations by using logic and evidence. AG, ARTS, BLD, ED, ENGR, FASH, F&B, HOSP, IT, MANUF, MSS, PUB, TRANSP

e. Solve scientific problems by using quadratic equations and simple trigonometric, exponential, and logarithmic functions. PUB

f. Distinguish between hypothesis and theory as scientific terms. AG, ARTS, PUB

g. Recognize the usefulness and limitations of models and theories as scientific representations of reality. ARTS, PUB

h. Read and interpret topographic and geologic maps. PUB

j. Recognize the issues of statistical variability and the need for controlled tests. AG, ENGR, PUB

l. Analyze situations and solve problems that require combining and applying concepts from more than one area of science. AG, ARTS, PUB, TRANSP

m. Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California. AG, ED, FASH, HOSP

Physics (Grades Nine Through Twelve)

Motion and Forces

1d. Students know that when one object exerts a force on a second object, the second object always exerts a force of equal magnitude and in the opposite direction (Newton's third law). TRANSP

Conservation of Energy and Momentum not cited in CTE Std

Heat and Thermodynamics (Grades Nine Through Twelve)

3a. Students know heat flow and work are two forms of energy transfer between systems. BLD, ENERGY, ENGR, MANUF, TRANSP

3b. Students know that the work done by a heat engine that is working in a cycle is the difference between the heat flow into the engine at high temperature and the heat flow out at a lower temperature (first law of thermodynamics) and that this is an example of the law of conservation of energy. ENGR

3c. Students know the internal energy of an object includes the energy of random motion of the object's atoms and molecules, often referred to as thermal energy. The greater the temperature of the object, the greater the energy of motion of the atoms and molecules that make up the object. ENGR

3f.* Students know the statement "Entropy tends to increase" is a law of statistical probability that governs all closed systems (second law of thermodynamics). MANUF

3g.* Students know how to solve problems involving heat flow, work, and efficiency in a heat engine and know that all real engines lose some heat to their surroundings. ENERGY, ENGR, MANUF

Waves (Grades Nine Through Twelve)

4d. Students know sound is a longitudinal wave whose speed depends on the properties of the medium in which it propagates. ARTS

4e. Students know radio waves, light, and X-rays are different wavelength bands in the spectrum of electromagnetic waves whose speed in a vacuum is approximately 3×10^8m/s (186,000 miles/second). ARTS

4f. Students know how to identify the characteristic properties of waves: interference (beats), diffraction, refraction, Doppler effect, and polarization. ARTS

Electric and Magnetic Phenomena (Grades Nine Through Twelve)

5a. Students know how to predict the voltage or current in simple direct current (DC) electric circuits constructed from batteries, wires, resistors, and capacitors. BLD, ENERGY, MANUF, TRANSP

5b. Students know how to solve problems involving Ohm's law. BLD, ENERGY, MANUF, TRANSP

5c. Students know any resistive element in a DC circuit dissipates energy, which heats the resistor. Students can calculate the power (rate of energy dissipation) in any resistive circuit element by using the formula Power = *IR* (potential difference) × I (current) = 1^2R. ARTS

5d. Students know the properties of transistors and the role of transistors in electric circuits. ARTS

Chemistry (Grades Nine Through Twelve)

Atomic and Molecular Structure

1. The periodic table displays the elements in increasing atomic number and shows how periodicity of the physical and chemical properties of the elements relates to atomic structure. As a basis for understanding this concept: FASH p109

Chemical Bonds

2. Biological, chemical, and physical properties of matter result from the ability of atoms to form bonds from electrostatic forces between electrons and protons and between atoms and molecules. As a basis for understanding this concept: FASH p109

Acids and Bases

5. Acids, bases, and salts are three classes of compounds that form ions in water solutions. As a basis for understanding this concept: FASH p109

Organic Chemistry and Biochemistry

10. The bonding characteristics of carbon allow the formation of many different organic molecules of varied sizes, shapes, and chemical properties and provide the biochemical basis of life. As a basis for understanding this concept: FASH p109

Biology/Life Sciences (Grades Nine Through Twelve)

Cell Biology

1. The fundamental life processes of plants and animals depend on a variety of chemical reactions that occur in specialized areas of the organism's cells. As a basis for understanding this concept: HLTH
    a. Students know cells are enclosed within semipermeable membranes that regulate their interaction with their surroundings. HLTH
    b. Students know enzymes are proteins that catalyze biochemical reactions without altering the reaction equilibrium and the activities of enzymes depend on the temperature, ionic conditions, and the pH of the surroundings. HLTH
    c. Students know how prokaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure. HLTH
    d. Students know the central dogma of molecular biology outlines the flow of information from transcription of ribonucleic acid (RNA) in the nucleus to translation of proteins on ribosomes in the cytoplasm. HLTH
    e. Students know the role of the endoplasmic reticulum and Golgi apparatus in the secretion of proteins. HLTH
    f. Students know usable energy is captured from sunlight by chloroplasts and is stored through the synthesis of sugar from carbon dioxide. HLTH
    g. Students know the role of the mitochondria in making stored chemical-bond energy available to cells by completing the breakdown of glucose to carbon dioxide. HLTH
    h. Students know most macromolecules (polysaccharides, nucleic acids, proteins, lipids) in cells and organisms are synthesized from a small collection of simple precursors. HLTH
    i.* Students know how chemiosmotic gradients in the mitochondria and chloroplast store energy for ATP production. HLTH
    j.* Students know how eukaryotic cells are given shape and internal organization by a cytoskeleton or cell wall or both. HLTH

Genetics

2. Mutation and sexual reproduction lead to genetic variation in a population. As a basis for understanding this concept: HLTH

a. Students know meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each type. HLTH

b. Students know only certain cells in a multicellular organism undergo meiosis. HLTH

c. Students know how random chromosome segregation explains the probability that a particular allele will be in a gamete. HLTH

d. Students know new combinations of alleles may be generated in a zygote through the fusion of male and female gametes (fertilization). HLTH

e. Students know why approximately half of an individual's DNA sequence comes from each parent. HLTH

f. Students know the role of chromosomes in determining an individual's sex. HLTH

g. Students know how to predict possible combinations of alleles in a zygote from the genetic makeup of the parents. HLTH

3. A multicellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization. As a basis for understanding this concept: HLTH

   a. Students know how to predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance (autosomal or X-linked, dominant or recessive). HLTH

   b. Students know the genetic basis for Mendel's laws of segregation and independent assortment. HLTH

   c.* Students know how to predict the probable mode of inheritance from a pedigree diagram showing phenotypes. HLTH

   d.* Students know how to use data on frequency of recombination at meiosis to estimate genetic distances between loci and to interpret genetic maps of chromosomes. HLTH

4. Genes are a set of instructions encoded in the DNA sequence of each organism that specify the sequence of amino acids in proteins characteristic of that organism. As a basis for understanding this concept: HLTH

   a. Students know the general pathway by which ribosomes synthesize proteins, using tRNAs to translate genetic information in mRNA. HLTH

   b. Students know how to apply the genetic coding rules to predict the sequence of amino acids from a sequence of codons in RNA. HLTH

   c. Students know how mutations in the DNA sequence of a gene may or may not affect the expression of the gene or the sequence of amino acids in an encoded protein. HLTH

   d. Students know specialization of cells in multicellular organisms is usually due to different patterns of gene expression rather than to differences of the genes themselves. HLTH

e. Students know proteins can differ from one another in the number and sequence of amino acids. HLTH

f.* Students know why proteins having different amino acid sequences typically have different shapes and chemical properties. HLTH

d.* Students know how basic DNA technology (restriction digestion by endonucleases, gel electrophoresis, ligation, and transformation) is used to construct recombinant DNA molecules. HLTH

e.* Students know how exogenous DNA can be inserted into bacterial cells to alter their genetic makeup and support expression of new protein products. HLTH

Physiology

9a. Students know how the complementary activity of major body systems provides cells with oxygen and nutrients and removes toxic waste products such as carbon dioxide. HLTH

9b. Students know how the nervous system mediates communication between different parts of the body and the body's interactions with the environment. HLTH

9c. Students know how feedback loops in the nervous and endocrine systems regulate conditions in the body. HLTH

9d. Students know the functions of the nervous system and the role of neurons in transmitting electrochemical impulses. HLTH

9e. Students know the roles of sensory neurons, interneurons, and motor neurons in sensation, thought, and response. HLTH

9f.* Students know the individual functions and sites of secretion of digestive enzymes (amylases, proteases, nucleases, lipases), stomach acid, and bile salts. HLTH

9g.* Students know the homeostatic role of the kidneys in the removal of nitrogenous wastes and the role of the liver in blood detoxification and glucose balance. HLTH

9h.* Students know the cellular and molecular basis of muscle contraction, including the roles of actin, myosin, $Ca+^{2}$, and ATP. HLTH

9i.* Students know how hormones (including digestive, reproductive, osmoregulatory) provide internal feedback mechanisms for homeostasis at the cellular level and in whole organisms. HLTH

10a. Students know the role of the skin in providing nonspecific defenses against infection. HLTH

10b. Students know the role of antibodies in the body's response to infection. HLTH

10c. Students know how vaccination protects an individual from infectious diseases. HLTH

10d. Students know there are important differences between bacteria and viruses with respect to their requirements for growth and replication, the body's primary defenses

against bacterial and viral infections, and effective treatments of these infections. HLTH

10e. Students know why an individual with a compromised immune system (for example, a person with AIDS) may be unable to fight off and survive infections by microorganisms that are usually benign. HLTH

10f.* Students know the roles of phagocytes, B-lymphocytes, and T-lymphocytes in the immune system. HLTH

History–Social Science Standards

Historical and Social Sciences Analysis Skills (Grades Nine Through Twelve Intro)

Chronological and Spatial Thinking (Grades Nine Through Twelve Intro)

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned. ED, FASH, HOSP
2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs. ARTS, ED, FASH, HOSP

Historical Research, Evidence, and Point of View (Grades Nine Through Twelve Intro)

1. Students distinguish valid arguments from fallacious arguments in historical interpretations. ARTS
2. Students identify bias and prejudice in historical interpretations. ARTS
4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations. ARTS

Historical Interpretation (Grades Nine Through Twelve Intro)

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments. ARTS, ED, FASH, HOSP
2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect. ARTS
3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values. ARTS
4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions. ARTS

World History, Culture, and Geography: The Modern World (Grade Ten)

10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought. PUB

10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States. IT, MSS

5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy. ARTS, BLD, ED, ENGR, F&B

7. Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe. ARTS

10.6 Students analyze the effects of the First World War.

4. Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the "lost generation" of Gertrude Stein, Ernest Hemingway). ARTS

10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China. ED

10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers). ED, FASH, HOSP

United States History and Geography: Continuity and Change in the Twentieth Century (Grade Eleven)

11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence. PUB

11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty. PUB

11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.

4. Analyze the passage of the Nineteenth Amendment and the changing role of women in society. ENGR

5. Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes). ARTS

6. Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture. ARTS

7. Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape. ARTS, BLD, ED, ENERGY, ENGR, MANUF, TRANSP

11.7 Students analyze America's participation in World War II.

6. Describe major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources. ENERGY, ENGR, MANUF

11.8 Students analyze the economic boom and social transformation of post-World War II America. HOSP

7. Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology. ED, ENERGY, ENGR, FASH, HLTH, MANUF, TRANSP

8. Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles). ARTS, HLTH

11.10 Students analyze the development of federal civil rights and voting rights. PUB

11.11 Students analyze the major social problems and domestic policy issues in contemporary American society. F&B, IT, MSS

3. Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure. ED, ENERGY, MANUF, TRANSP

6. Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies. HLTH

Principles of American Democracy and Economics (Grade Twelve)

Principles of American Democracy (Grade Twelve)

12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy. F&B, PUB

12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured. F&B, PUB

12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society. ARTS, F&B, PUB

12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution. PUB

12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments. PUB

12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices. PUB

12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments. PUB

12.8 Students evaluate and take and defend positions on the influence of the media on American political life. PUB

12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles. PUB

12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government. PUB

Principles of <u>Economics</u> (Grade Twelve)

12.1 Students understand common economic terms and concepts and economic reasoning. BLD, ED, ENGR, FASH, F&B, HOSP, IT, MSS

12.2 Students analyze the elements of America's market economy in a global setting. AG, ARTS, BLD, ED, ENGR, FASH, F&B, HOSP, IT, MSS

2. Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products. AG
3. Explain the roles of property rights, competition, and profit in a market economy. AG
4. Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy. AG
5. Understand the process by which competition among buyers and sellers determines a market price. AG
6. Describe the effect of price controls on buyers and sellers. AG
7. Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products. AG
10. Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities. AG

12.3 Students analyze the influence of the federal government on the American economy. ARTS, BLD, ED, ENGR, FASH, F&B, HOSP, IT, MSS

12.4 Students analyze the elements of the U.S. labor market in a global setting. AG, ARTS, BLD, ED, ENGR, FASH, F&B, HOSP, IT, MSS

3. Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity. AG

12.5 Students analyze the aggregate economic behavior of the U.S. economy. IT, MSS

12.6 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States borders. BLD, ED, ENGR, FASH, F&B, HOSP, IT, MSS

Visual and Performing Arts

Dance Content Standards - Proficient

4.0 Aesthetic Valuing

Description, Analysis, and Criticism of Dance

4.1 Describe how the qualities of a theatrical production contribute to the success of a dance performance (e.g., music, lighting, costuming, text, set design). ARTS

Dance Content Standards - Advanced

5.0 Connections, Relationships, Applications

Development of Life Skills and Career Competencies

5.3 Synthesize information from a variety of health-related resources to maintain physical and emotional health. ARTS

Music Content Standards - Advanced

5.0 Connections, Relationships, Applications

Connections and Applications

5.1 Explain ways in which the principles and subject matter of music and various disciplines outside the arts are interrelated. ARTS

Theatre Content Standards - Advanced

Note: The advanced level of achievement for students in grades nine through twelve can be attained at the end of one year of high school study within the discipline of Theatre after the student has attained the level of achievement in Theatre required of all students in grade eight.

4.0 Aesthetic Valuing

Critical Assessment of Theatre

4.2 Draw conclusions about the effectiveness of informal and formal productions, films/videos, or electronic media on the basis of intent, structure, and quality of the work. ARTS

5.0 Connections, Relationships, Applications

Careers and Career-Related Skills

5.3 Communicate creative, design, and directorial choices to ensemble members, using leadership skills, aesthetic judgment, or problem-solving skills. ARTS

Visual Arts Content Standards - Proficient

1.0 Artistic Perception

Analyze Art Elements and Principles of Design

1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design. BLD

Impact of Media Choice

1.5 Analyze the material used by a given artist and describe how its use influences the meaning of the work. BLD

2.0 Creative Expression

Skills, Processes, Materials, and Tools

2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design. BLD

2.3 Develop and refine skill in the manipulation of digital imagery (either still or video). MANUF

Communication and Expression Through Original Works of Art

2.6 Create a two or three-dimensional work of art that addresses a social issue. BLD

Visual Arts Content Standards – ADVANCED

1.0 Artistic Perception

Develop Perceptual Skills and Visual Arts Vocabulary

1.1 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art. ENGR

1.3 Analyze their works of art as to personal direction and style. ENGR

Impact of Media Choice

1.7 Select three works of art from their art portfolio and discuss the intent of the work and the use of the media. ENGR

2.0 Creative Expression

Skills, Processes, Materials, and Tools

2.1 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view. BLD

2.2 Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual. BLD

2.3 Assemble and display objects or works of art as part of a public exhibition. ENGR

Communication and Expression Through Original Works of Art

2.4 Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion. ENGR

2.5 Use innovative visual metaphors in creating works of art. ENGR

2.6 Present a universal concept in a multimedia work of art that demonstrates knowledge of technology skills. ENGR

3.0 Historical and Cultural Context

Role and Development of the Visual Arts

3.1 Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in the works of art examined. ENGR

3.2 Identify contemporary artists worldwide who have achieved regional, national, or international recognition and discuss ways in which their work reflects, plays a role in, and influences present-day culture. ENGR

Diversity of the Visual Arts

3.3 Investigate and discuss universal concepts expressed in works of art from diverse cultures. ENGR

4.0 Aesthetic Valuing

Derive Meaning

4.3 Analyze and articulate how society influences the interpretation and message of a work of art. ENGR

Make Informed Judgments

4.6 Develop written criteria for the selection of a body of work from their portfolios that represents significant achievements. BLD, ENGR

5.0 Connections, Relationships, Applications

Connections and Applications

5.1 Speculate on how advances in technology might change the definition and function of the visual arts. ENGR

Career and Career-Related Skills

5.3 Prepare portfolios of their original works of art for a variety of purposes (e.g., review for postsecondary application, exhibition, job application, and personal collection). ENGR, MANUF

English–Language Arts

Reading (Grade Eight)

Narrative Analysis of Grade-Level-Appropriate Text

3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved. ARTS

Reading (Grades Nine and Ten)

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in *Recommended Literature, Grades Nine Through Twelve* (1990) illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information. In grades nine and ten, students make substantial progress toward this goal. AG, ED, F&B, IT, MSS

Structural Features of Informational Materials

2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes. AG, ARTS, BLD, ED, ENERGY, ENGR, FASH, F&B, HLTH, HOSP, IT, MANUF, MSS, PUB, TRANSP

2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents. *Comprehension and Analysis of Grade-Level-Appropriate Text* AG, ARTS, BLD, ED, ENGR, FASH, F&B, HLTH, HOSP, IT, MANUF, MSS, PUB, TRANSP

2.3 Generate relevant questions about readings on issues that can be researched. AG, ARTS, ED, FASH, F&B, HLTH, HOSP, IT, MSS, PUB

2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension. ARTS, IT

2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration. ARTS, HOSP, IT

2.6 Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet). AG, ARTS, BLD, ED, ENERGY, ENGR, F&B, IT, MANUF, MSS, TRANSP

Expository Critique

2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings. AG, ED, FASH, F&B, HLTH, HOSP, IT, MSS, PUB

2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material). AG

Reading (Grades Eleven Through Twelve)

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development ARTS

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

Structural Features of Informational Materials

2.1 Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices. AG, ARTS

Comprehension and Analysis of Grade-Level-Appropriate Text

2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text. ARTS

2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents. AG, ARTS, BLD, ED, ENERGY, ENGR, FASH, F&B, HLTH, HOSP, IT, MANUF, MSS, PUB, TRANSP

2.4. Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations. AG, ARTS

2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject. ARTS

Expository Critique

2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion). ARTS

3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent themes. The selections in *Recommended Readings in Literature, Grades Nine Through Twelve* illustrate the quality and complexity of the materials to be read by students. ARTS

Writing (Grade Eight)

1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed. ARTS, BLD, ENGR, MANUF, TRANSP

Research and Technology

1.4 Plan and conduct multiple-step information searches by using computer networks and modems. BLD, ENGR, MANUF, TRANSP

1.5 Achieve an effective balance between researched information and original ideas. BLD, ENGR, MANUF, TRANSP

Evaluation and Revision

1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas. BLD, ENGR, MANUF, TRANSP

2.5 Write documents related to career development, including simple business letters and job applications: ARTS

Writing (Grades Nine and Ten)

1.0 Writing Strategies Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed. AG, ED, ENERGY, F&B, IT, MANUF, MSS, TRANSP

Research and Technology

1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources. AG, BLD, ED, ENERGY, ENGR, FASH, F&B, IT, MANUF, MSS, TRANSP

1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions). BLD, ED, ENERGY, ENGR, F&B, IT, MANUF, MSS, TRANSP

1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents). AG, ED, ENERGY, ENGR, FASH, F&B, HLTH, HOSP, IT, MANUF, MSS, TRANSP

1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas. ED, F&B, IT, MANUF, MSS

1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., *Modern Language Association Handbook, The Chicago Manual of Style).* ED, ENGR, F&B, IT, MANUF, MSS, TRANSP

1.8 Design and publish documents by using advanced publishing software and graphic programs. ED, ENERGY, ENGR, F&B, IT, MANUF, MSS, TRANSP

Evaluation and Revision

1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context. ED, MSS

2.0 Writing Applications (Genres and Their Characteristics) ED, F&B, IT, MSS

Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

2.3 Write expository compositions, including analytical essays and research reports: AG, FASH, F&B, HLTH, HOSP, IT, MANUF, MSS, PUB

2.4 Write persuasive compositions: AG, ED, F&B, IT, MSS, PUB

2.5 Write business letters: AG, ED, FASH, F&B, HLTH, HOSP, IT, MSS, PUB

2.6 Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting): AG, ENGR, FASH, F&B, HLTH, HOSP, IT, MANUF, MSS, PUB, TRANSP

Writing (Grades Eleven and Twelve)

1.0 Writing Strategies ARTS, ED, F&B, IT, MSS

Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.

Organization and Focus

1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments. ED, F&B, IT, MSS

1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples. AG, ED, F&B, IT, MSS

1.5 Use language in natural, fresh, and vivid ways to establish a specific tone. FASH, HLTH, HOSP

Research and Technology

1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources). AG, BLD, ED, ENGR, FASH, F&B, HOSP, IT, MANUF, MSS

1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies). AG, BLD, F&B, MANUF, MSS, TRANSP

1.8 Integrate databases, graphics, and spreadsheets into word-processed documents. AG, ED, ENERGY, ENGR, F&B, MANUF, MSS, TRANSP

2.2 Write responses to literature: F&B

2.4 Write historical investigation reports: F&B

2.5 Write job applications and resumes: AG, ARTS, BLD, ED, ENERGY, ENGR, FASH, F&B, HLTH, HOSP, IT, MANUF, MSS, TRANSP

2.6 Deliver multimedia presentations: AG, ARTS, ED, ENERGY, ENGR, F&B, HLTH, IT, MANUF, MSS, TRANSP

Written and Oral English Language Conventions (Grade Eight)

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level. MANUF

Grammar

1.4 Edit written manuscripts to ensure that correct grammar is used. MANUF

Punctuation and Capitalization

1.5 Use correct punctuation and capitalization. MANUF

Spelling

1.6 Use correct spelling conventions. MANUF

Written and Oral English Language Conventions (Grades Nine and Ten)

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions. ED, F&B, IT, MSS

Grammar and Mechanics of Writing

1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens). AG, ED, F&B, IT, MSS

1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses). ED, F&B, IT, MSS

1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax. AG, ED, F&B, IT, MSS

Manuscript Form

1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization. BLD, ED, ENERGY, F&B, IT, MSS, TRANSP

1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations. ED, F&B, IT, MSS, TRANSP

Written and Oral English Language Conventions (Grades Eleven and Twelve)

1.0 Written and Oral English Language Conventions. ENGR

Students write and speak with a command of standard English conventions.

1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage. PUB

1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization. MANUF, PUB

1.3 Reflect appropriate manuscript requirements in writing. PUB

Listening and Speaking (Grade Seven)

Analysis and Evaluation of Oral and Media Communications

1.8 Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied. ARTS

Listening and Speaking (Grade Eight)

1.0 Listening and Speaking Strategies

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. BLD, ENGR, MANUF, TRANSP

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. BLD, ENGR, MANUF, TRANSP

Listening and Speaking (Grades Nine and Ten)

1.0 Listening and Speaking Strategies

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose. ED, F&B, IT, MSS

Comprehension

1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence. ED, F&B, IT

1.2 Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event. ED, F&B, IT, MSS

Organization and Delivery of Oral Communication

1.3 Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause. ED, F&B, IT, MSS

1.4 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources). AG

1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations. AG, BLD, ED, ENGR, F&B, IT, MSS

1.8 Produce concise notes for extemporaneous delivery. ENGR

Analysis and Evaluation of Oral and Media Communications

1.12 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax. ENGR

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. ED, F&B, IT, MSS

Using the speaking strategies of grades nine and ten outlined in Listening and Speaking Standard 1.0, students:

2.1 Deliver narrative presentations: PUB

2.2 Deliver expository presentations: AG, BLD, ENGR, FASH, HLTH, HOSP, MANUF, PUB

2.3 Apply appropriate interviewing techniques: AG, ARTS, ED, F&B, HLTH, IT, MSS, PUB

2.4 Deliver oral responses to literature: F&B, IT, MSS, PUB

2.5 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects): BLD, ENGR, F&B, HLTH, IT, MANUF, MSS, PUB

2.6 Deliver descriptive presentations: ED, F&B, IT, MSS, PUB

Listening and Speaking (Grades Eleven and Twelve)

1.0 Listening and Speaking Strategies

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose. - ARTS

1.7 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging. HLTH

1.8 Use effective and interesting language, including: AG, ENERGY, MANUF

Analysis and Evaluation of Oral and Media Communications

1.14 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds"). AG

2.0 Speaking Applications (Genres and Their Characteristics)

2.2 Deliver oral reports on historical investigations: BLD, MANUF

2.4 Deliver multimedia presentations: AG, BLD, ED, ENERGY, FASH, F&B, HLTH, HOSP, MANUF

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

SUBJECT	
State Board-Approved Charter Schools: Update	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

Listen to an update on the State Board-Approved Charter Schools and take action as deemed necessary and appropriate.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Since January 1999, the SBE has approved eleven charter petitions that had been denied at the local level.

Charter School	Date Approved
Oakland Military Institute, Alameda County*	December 2000
Ridgecrest Charter School, Kern County	December 2000
Edison Charter Academy, San Francisco County	July 2001
New West Charter Middle School, Los Angeles County	December 2001
Amino Inglewood Charter High School, Los Angeles County	December 2001
School of Arts and Enterprise, Los Angeles County	September 2002
Knowledge is Power Program (KIPP), Alameda County	February 2003
Academy of Culture and Technology, Los Angeles County**	November 2003
Leadership Public Schools – San Rafael, Marin County**	November 2003
Livermore Valley Charter School – Livermore, Alameda County**	November 2004
Leadership Public Schools – Hayward, Alameda County**	March 2005

*Subsequently renewed by the Oakland Unified School District
**Scheduled to open fall 2005

SUMMARY OF KEY ISSUES

Pursuant to *Education Code* (*EC*) Section 47605(j), as of January 1, 1999, a charter school petition that has been denied approval by a local chartering authority 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.

SUMMARY OF KEY ISSUES

As the charter authorizer, the State Board has monitoring responsibilities for its charter schools. California Department of Education Charter Schools Division staff monitors the charter schools on the State Board's behalf and provides periodic reports on the charter schools.

FISCAL ANALYSIS (AS APPROPRIATE)

There is no action requested under this item, so there is no fiscal impact.

ATTACHMENT(S)

None

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

SUBJECT	
Assignment of Numbers for Charter School Petitions	☒ **Action** ☒ **Information** ☐ **Public Hearing**

RECOMMENDATION

California Department of Education (CDE) staff recommends that the State Board of Education (SBE) assign charter numbers to the fifteen 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. This is a 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 687 charter schools and eight all charter districts, including nine approved by SBE after denial by the local agencies. Of these 687schools, approximately 510 are estimated to be operating in the 2004-05 school year.

SUMMARY OF KEY ISSUES

The law allows for the establishment of charter schools. A charter school typically is approved by a local school district or county office of education. The entity that approves a charter is also responsible for ongoing oversight. A charter school must comply with all the 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, 2004, the number of charter schools that may be authorized to operate in the state is 850.This cap may not be waived. This item will assign numbers to an additional fifteen charter schools. These charter schools were recently approved by their local boards of education. Copies of the charter petitions are on file in the Charter Schools Division.

FISCAL ANALYSIS (AS APPROPRIATE)

There is no fiscal impact resulting from the assignment of numbers to recently authorized charter schools.

ATTACHMENT(S)

Attachment 1: Assignment of Numbers for Charter School Petitions (2 pages)

MAY 2005 STATE BOARD OF EDUCATION MEETING

Assignment of Numbers for Charter School Petitions

Number	Charter School Name	Charter School County	Authorizing Entity	Charter School Contact
688	Children's Conservation Academy	San Diego	San Diego USD	Nicole Decatur P.O. Box 621 Del Mar, CA 92014 858-755-7893
689	Oakland Secondary School	Alameda	Oakland USD	Elise Darwish 426 17th St., Ste. 200 Oakland, CA 94612 510-251-1660
690	Summit Charter Academy	Tulare	Burton ESD	Tom Henry 264 Westwood Ave. Porterville, CA 93247 559-781-8020
691	Selma Learning Academy	Fresno	Fresno COE	Allison Pierce 2432 Azalea St. Selma, CA 93662 559-898-0556
692	Gompers Middle Charter School	San Diego	San Diego USD	Vincent Riveroll 3104 Dale St. San Diego, CA 92104
693	Aspire Public Schools- Los Angeles Secondary	Los Angeles	Los Angeles USD	Elise Darwish 426 17th St., Ste. 200 Oakland, CA 94612 510-251-1660
694	Aspire Public Schools-Los Angeles Elem. School	Los Angeles	Los Angeles USD	Elise Darwish 426 17th St., Ste. 200 Oakland, CA 94612 510-251-1660
695	Keiller Leadership Academy	San Diego USD	San Diego USD	Patricia Ladd 7270 Lisbon St. San Diego, CA 92114 619-263-9266
696	Abraxis Charter School	Sonoma	Santa Rosa City Schools	Les Cole 533 Carr Ave. Santa Rosa, Ca 95404 707-571-2216

697	Bowman Charter School	Placer	Ackerman SD	Marilyn Gilbert 13777 Bowman Rd. Auburn, CA 95603 530-885-1974
698	Momentum Middle School	San Diego	San Diego USD	Frank F. Erdogan 9225 Dowdy Dr., Ste. 202 San Diego, CA 92126 858-231-0525
699	Community Collaborative Charter School	Sacramento	Grant Joint Union HSD	Cindy L. Peterson 5201 Arnold Ave. McClellan, CA 95652 916-275-0512
700	Lighthouse Community Charter High School	Alameda	Oakland USD	Stephen Sexton 345 12th St. Oakland, CA 94607 510-271-8801
701	Orange County Educational Arts Academy	Orange	Santa Ana USD	Jane Ross Laguna 2243 N. Baker St. Santa Ana, CA 92706 714-543-3139
702	Yuba City Charter High School	Sutter	Yuba City USD	Sandra Lininer 990 Klamath Lane, Ste. 15 Yuba City, CA 95993 530-822-9031

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: April 26, 2005

TO: MEMBERS, STATE BOARD OF EDUCATION

FROM: William J. Ellerbee, Jr., Deputy Superintendent
School and District Operations Branch

RE: Item No. 26

SUBJECT: Assignment of Numbers for Charter School Petitions

California Department of Education staff recommends that the State Board of Education assign charter numbers to the charter schools identified on the attached list. This adds seventeen additional charter schools to the agenda.

Attachment 1: Assignment of Numbers for Charter School Petitions (2 Pages)

MAY 2005 STATE BOARD OF EDUCATION MEETING

Assignment of Numbers for Charter School Petitions

Number	Charter School Name	Charter School County	Authorizing Entity	Charter School Contact
703	Sedona Charter Academy	San Bernardino	Oro Grande SD	Ron Flenner 2937 Moore Ave. Eureka, CA 95501 707-269-9490
704	King/Chavez Arts Academy Charter School	San Diego	San Diego USD	Dennis McKeown 735 Cesar E. Chavez Parkway San Diego, CA 92113 619-232-2825
705	King/Chavez Primary Academy Charter School	San Diego	San Diego USD	Dennis McKeown 735 Cesar E. Chavez Parkway San Diego, CA 92113 619-232-2825
706	King/Chavez Athletics Academy Charter School	San Diego	San Diego USD	Dennis McKeown 735 Cesar E. Chavez Parkway San Diego, CA 92113 619-232-2825
707	Memorial Academy of Learning and Technology Charter School	San Diego	San Diego USD	Marco Curiel 2850 Logan Ave. San Diego, CA 92113 619-525-7400
708	Aspire UC Berkeley School	Alameda	Oakland USD	Elise Darwish 426 17th St. Oakland, CA 94612 510-251-1660
709	Stanford New School	San Mateo	Ravenswood City SD	Linda Darling-Hammond 520 Galvez Mall, CERAS Bldg. Stanford, CA 94305 650-723-3555
710	California Academy for Liberal Studies Early College High School	Los Angeles	Los Angeles USD	Ref Rodriguez 700 Wilshire Blvd. 4th Fl. Los Angeles, CA 90017 213-239-0064
711	Westlake Charter School	Sacramento	Natomas USD	Lisa Corr 311 Menard Circle Sacramento, CA 95835 916-285-9040

712	Charter High School of Arts-Multimedia and Performing (CHAMPS) High School	Los Angeles	Los Angeles USD	Norman Isaacs 4147 Ave. Sherman Oaks, CA 91423 818-995-6565
713	Gabriella Charter School	Los Angeles	Los Angeles USD	Liza Bercovici 631 Commonwealth Ave. Los Angeles, CA 90005 818-760-4324
714	Heritage College-Ready Charter High School	Los Angeles	Los Angeles USD	Judy Burton 523 W. Sixth St. Los Angeles, CA 90014 213-943-4931
715	College-Ready Middle Academy	Los Angeles	Los Angeles USD	Judy Burton 5505 Western Ave. Los Angeles, CA 213-943-4930
716	Celerity Nascent Charter School	Los Angeles	Los Angeles USD	Vielka McFarlane 13428 Maxella Ave. #191 Los Angeles, CA 310-486-6620
717	Larchmont Charter School	Los Angeles	Los Angeles USD	Devora Inwood 591 N. Beachwood Dr. Los Angeles, CA 90004 310-384-6426
718	Huntington Park College-Ready Academy HS	Los Angeles	Los Angeles USD	Judy Burton 523 W. Sixth St. Los Angeles, CA 90014 213-943-4930
719	Jola Charter School	San Diego	San Diego USD	Donna Johnson 4836 Utah St. San Diego, CA 92116 619-624-9232

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

SUBJECT	
Public Charter Schools Grant Program – Additional Grant Award Recommendation	☒ **Action** ☒ **Information** ☐ **Public Hearing**

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve one additional grant application, submitted by the *Alliance for College Ready*, for funding in the March 2005 Public Charter Schools Grant Program (PCSGP) funding cycle.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

At the March 2005 SBE meeting, the SBE approved the funding of 95 grants under the PCSGP. The amount of these awards totaled $31,484,914.

SUMMARY OF KEY ISSUES

Grant applications were ranked according to score in three grant categories. Grant awards were made to *Start-up* grant applicants who scored 85 percent or higher, to *Implementation* grant applicants who scored 87 percent or higher, and to *Dissemination* grants scoring 80 percent or higher.

Three applications, each for $450,000, were received from the *Alliance for College Ready*, a charter developer. All three grant applications were scored separately and all three received a very high, fundable score. However, one of the applications submitted by the *Alliance for College Ready* was not listed on the final list of funded applications. This error was discovered after the March 2005 SBE meeting. This grant application should be awarded funds, according to the criteria used during this grant cycle

The application qualified for preference points that were awarded to charter developers who proposed a viable plan for serving students whose home attendance area is served by a traditional public school in No Child Left Behind (NCLB) Program Improvement (PI). The proposed school will be located in Los Angeles County.

FISCAL ANALYSIS (AS APPROPRIATE)

The application submitted by the *Alliance for College Ready* developers was for $450,000 and should be funded at 90 percent ($405,000) of the grant application request, consistent with other March 2005 grant awards.

ATTACHMENT(S)

None

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

SUBJECT	
Charter Schools: Determination of Funding Requests for 2004-05 (and beyond) for Nonclassroom-based Charter Schools	☒ **Action** ☒ **Information** ☐ **Public Hearing**

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve various 2004-05 (and beyond) funding requests from charter schools pursuant to California *Education Code* sections 47612.5 and 47634.2, and *California Code of Regulations*, Title 5, sections 11963 to 11963.6, inclusive, based upon the recommendations of the Advisory Commission on Charter Schools (ACCS).

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Senate Bill (SB) 740 enacted provisions in law that result in potential funding reductions for charter schools that offer nonclassroom-based instruction. Nonclassroom-based instruction occurs when a charter school does not require attendance of its pupils at the school site under the direct supervision and control of a qualified teaching employee of the school for at least 80 percent of the required instructional time. For 2003-04 and each fiscal year thereafter, the law states that funding reductions of 30 percent of qualifying charter schools' nonclassroom-based average daily attendance (ADA) shall be made unless the State Board of Education (SBE) determines that a greater or lesser percentage is appropriate for a particular charter school. Furthermore, pursuant to SB 740, a charter school is prohibited from receiving any funding for nonclassroom-based instruction unless the SBE determines its eligibility for funding.

SB 740 also established the ACCS to develop the criteria for the SBE to use in making funding determinations. The ACCS also provides recommendations to the SBE on appropriate funding determinations for nonclassroom-based charter schools and on other aspects of the SBE's duties under the Charter Schools Act.

The SBE adopted permanent regulations that became operative in November 2003 that specified the criteria that a nonclassroom-based charter school must meet in order for the SBE to determine that the school shall receive 100 percent funding. For 2003-04 and each fiscal year thereafter, the full funding criteria are that at least 50 percent of the school's public revenues must be spent on certificated employee salaries and benefits, at least 80 percent of all revenues must be spent on instruction and instruction-related costs, and the student-to-teacher ratio may not exceed the student-to-teacher ratio of the

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

largest unified school district in the county in which the charter school is located. Schools must spend a minimum of 40 percent on certificated employee salaries and benefits and 60 percent on instruction and instruction-related costs or the funding percentage is zero. Pursuant to the regulations, the SBE may approve a higher or lower funding level than the criteria would prescribe based upon mitigating circumstances of the school that indicate that a higher or lower funding level is appropriate.

SUMMARY OF KEY ISSUES

Pursuant to the SB 740 regulations, all funding determination requests are required to be submitted to the CDE by February 1. The ACCS made recommendations on 37 funding determination requests for 2004-05 at an ACCS meeting on March 14, 2005.

FISCAL ANALYSIS (AS APPROPRIATE)

A determination of funding request approved at less than the 100 percent level may result in reduced apportionment claims to the state. The reductions in claims would result in a proportionate reduction in expenditure demands for Proposition 98 funds. All Proposition 98 funds, by law, must be expended each fiscal year. Thus, a reduction in apportionment claims may be more accurately characterized as an expenditure shift than as absolute savings under typical circumstances. In 2002-03, funding determination requests approved by the SBE at less than 100 percent resulted in over $30 million in reduced apportionment claims. The reduction in 2003-04 is estimated at $25 million in reduced apportionment claims.

ATTACHMENT(S)

Attachment 1: 2004-2005 (and beyond) Funding Determination Requests (4 Pages)

2004-2005 Funding Determination Requests
May 2005

2004-2005 (AND BEYOND)

The following determination of funding requests are recommended for approval by the State Board of Education for five years (2004-05, 2005-06, 2006-07, 2007-08, and 2008-09) at the 100 percent level. The reasons justifying a level higher than 70 percent in 2004-05 and beyond are that (1) the schools met the minimum criteria specified in regulation for the 100 percent level; (2) the schools presented sufficient evidence (taking the totality of the request into account along with any other credible information that may have been available) that the 100 percent funding determination level is necessary for the schools to maintain nonclassroom-based instruction that is conducted for the instructional benefit of the student and is substantially dedicated to that function; and (3) the schools met the criteria specified in *Education Code* Section 47612.5(d)(2) for a five-year determination.

Charter Number	Charter Name	2004-05	2005-06	2006-07	2007-08	2008-09
#199	The Classical Academy	100%	100%	100%	100%	100%
#247	Pacific View Charter School	100%	100%	100%	100%	100%

The following determination of funding requests are recommended for approval by the State Board of Education for three years (2004-05, 2005-06, and 2006-07) at the 100 percent level. The reasons justifying a level higher than 70 percent in 2004-05 and beyond are that (1) the school met the minimum criteria specified in regulation for the 100 percent level, and (2) the school presented sufficient evidence (taking the totality of the request into account along with any other credible information that may have been available) that the 100 percent funding determination level is necessary for the school to maintain nonclassroom-based instruction that is conducted for the instructional benefit of the student and is substantially dedicated to that function.

Charter Number	Charter Name	2004-05	2005-06	2006-07
#092	Yuba County Career Preparatory Charter	100%	100%	100%
#261	Greater San Diego Academy	100%	100%	100%

The following determination of funding requests are recommended for approval by the State Board of Education for two years only (2004-05 and 2005-06) at the 100 percent level. The reasons justifying a level higher than 70 percent in 2004-05 and beyond are that (1) the schools met the minimum criteria specified in regulation for the 100 percent level, and (2) the schools presented sufficient evidence (taking the totality of the request into account along with any other credible information that may have been available) that the 100 percent funding determination level is necessary for the schools to maintain nonclassroom-based instruction that is conducted for the instructional benefit of the student and is substantially dedicated to that function.

Charter Number	Charter Name	2004-05	2005-06
#044	West Park Charter Academy	100%	100%
#061	Choice 2000 Charter School	100%	100%
#067	Home Tech Charter School	100%	100%
#110	Learning Community Charter School	100%	100%
#223	Stellar Charter School	100%	100%
#250	Charter Home School Academy	100%	100%
#270	W.E.B. Du Bois Public Charter School	100%	100%
#285	Gorman Learning Center	100%	100%
#378	Carter G. Woodson Public Charter School	100%	100%
#406	Audeo Charter School	100%	100%
#516	Coastal Academy	100%	100%

The following determination of funding requests are recommended for approval by the State Board of Education for one year only (2004-05) at the 100 percent level. The reasons justifying a level higher than 70 percent in 2004-05 and beyond are that (1) the schools met the minimum criteria specified in regulation for the 100 percent level, and (2) the schools presented sufficient evidence (taking the totality of the request into account along with any other credible information that may have been available) that the 100 percent funding determination level is necessary for the schools to maintain nonclassroom-based instruction that is conducted for the instructional benefit of the student and is substantially dedicated to that function. (Title 5, *CCR* 11963.4(b)(3)).

Charter Number	Charter Name	2004-05
#027	Elk Grove Charter School	100%
#170	Pacific Coast Charter School	100%
#277	Pacific View Charter School	100%
#362	Learning for Life Charter School	100%
#375	La Vida Independent Study	100%
#411	Desert Sands Charter High School	100%
#518	Rainbow Advanced Institute	100%
#527	Mountain Oaks Charter School	100%
#528	Archway Academy	100%
#571	Crossroads Charter School	100%
#621	Southern California Connections Academy	100%
#633	Diamond Mountain Charter High School	100%
#637	Golden Eagle Charter School	100%
#650	Folsom Cordova Community Charter School	100%
#658	Whitmore Charter High School	100%

#659	The Learning Choice Academy	100%
#664	Capistrano Connections Academy	100%

The following determination of funding requests are recommended for approval by the State Board of Education for one year only (2004-05) at the 85 percent level. The reasons justifying this level in 2004-05 revolve around the schools only having met the criteria specified in regulation for the 85 percent funding level. Specifically, the percentage of the schools' total expenditures calculated for Instruction and Related Services did not equal or exceed 80 percent of total revenues (Title 5, *CCR* 11963.4(b)(2). "If the percentage calculated pursuant to paragraph (1) of subdivision (c) of Section 11963.3 equals or exceeds 50 percent, and the percentage calculated pursuant to paragraph (2) of subdivision (c) of Section 11963.3 equals at least 70 percent but less than 80 percent, the Advisory Commission on Charter Schools shall recommend to the State Board of Education approval of the request at 85 percent, unless there is a reasonable basis to recommend otherwise." These charter schools could address this problem in future funding determinations by increasing the school's total expenditures calculated for Instruction and Related Services to 80 percent or more of total revenues.

Charter Number	Charter Name	2004-05
#155	Paradise Charter Network	85%
#370	Wheatland Charter Academy	85%

The following determination of funding request is recommended for approval by the State Board of Education for one year only (2004-05) at the 85 percent level. The reasons justifying this level in 2004-05 revolve around the school only having met the criteria specified in regulation for the 85 percent funding level. Specifically, the percentage of the schools' total expenditures calculated for Instruction and Related Services did not equal or exceed 80 percent of total revenues (Title 5, *CCR* 11963.4(b)(2). "If the percentage calculated pursuant to paragraph (1) of subdivision (c) of Section 11963.3 equals or exceeds 50 percent, and the percentage calculated pursuant to paragraph (2) of subdivision (c) of Section 11963.3 equals at least 70 percent but less than 80 percent, the Advisory Commission on Charter Schools shall recommend to the State Board of Education approval of the request at 85 percent, unless there is a reasonable basis to recommend otherwise." This charter school could address this problem in future funding determinations by increasing the school's total expenditures calculated for Instruction and Related Services to 80 percent or more of total revenues. Also, the school's pupil-teacher ratio exceeded that of the largest unified school district in the county served by the school (Title 5, *CCR* 11704), and, therefore, did not meet the requirement for 100 percent funding. "In a charter school, for the purposes of *Education Code* section 51745.6, the ratio of average daily attendance for independent study pupils 18 years of age or less to full-time certificated employees responsible for independent study shall not exceed the equivalent ratio of pupils to full-time certificated employees for all other educational programs operated by the largest unified school

district, as measured by average daily attendance, in the county or counties in which the charter school operates. Units of average daily attendance for independent study that are ineligible for apportionment as provided in subdivision (b) of *Education Code* section 51745.6 shall also be ineligible for funding pursuant to Chapter 6 (commencing with section 47630) of Part 26.8 of the *Education Code*." Title 5, *CCR* 11963.4(b)(3) requires that the school's pupil-teacher ratio is equal to or less than the largest unified school district in the county or counties in which the charter school operates as a condition for receiving 100 percent funding. This charter school can address the problem in future funding determinations by closely monitoring its pupil-teacher ratio to insure that it is compliant with *EC* Section 51745.6 and Title 5, *CCRs*, 11704 and 11963.4 (b) (3).

Charter Number	**Charter Name**	**2004-05**
#103	Oakdale Home Study Charter School	85%

The following determination of funding request is recommended for approval by the State Board of Education for one year only (2004-05) at the 85 percent level. The reasons justifying this level in 2004-05 revolve around the school only having met the criteria specified in regulation for the zero percent funding level. "If the percentage calculated pursuant to paragraph (1) of subdivision (c) of Section 11963.3 is less than 40 percent, or the percentage calculated pursuant to paragraph (2) of subdivision (c) of Section 11963.3 is less than 60 percent, then the charter school's nonclassroom-based instruction is not substantially dedicated to the instructional benefit of the students, and the Advisory Commission on Charter Schools shall recommend that the State Board of Education deny the request, unless there is a reasonable basis to recommend otherwise." The school was originally funded at 70 percent; however, late in the same year, they received an additional apportionment. This was applied to their revenues as income for 2003-04 year, significantly increasing the school's revenues and negatively impacting their expenditure. This late apportionment thereby inflated the year's ending balance. The ACCS considered these mitigating circumstances related to this school's funding determination and voted to recommend approval at the 85 percent funding level. This charter school could address this problem in future funding determinations by increasing the school's expenditures to meet the criteria for full funding as specified in Title 5, *CCR* 11963.4(b)(4).

Charter Number	**Charter Name**	**2004-05**
#196	Fresno Preparatory Academy	85%

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

SUBJECT	
New West Charter Middle School: Audit Findings; Notice to Cure Letter; Further Audit(s); Compliance with Previous State Board Actions; and Material Amendments to the Charter.	☒ **Action** ☒ **Information** ☐ **Public Hearing**

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE):
(1) Direct the Executive Director of the State Board of Education (SBE) to send a Notice to Cure letter to the New West Charter Middle School requiring the school to provide documentation on the resolution of audit findings;
(2) Direct the school to submit required documentation regarding meetings of the school's governing board;
(3) Direct the CDE to work with the Department of Finance to initiate an audit; and
(4) Determine whether the expansion of the class of founders requires an amendment to the charter.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE originally approved the charter petition for New West in December 2001, after it was denied by the Los Angeles Unified School District. The school had difficulties securing a facility and working out SELPA arrangements, and, therefore, delayed opening for one year. The school opened in the fall of 2003.

In March 2004, it came to the California Department of Education's (CDE) attention that the New West Governing Board had passed resolutions making material changes to the charter without consultation with either the CDE or the SBE. CDE staff directed New West not to implement any of those changes until the SBE had reviewed and approved such changes. At the same time the governing board was acting to make material changes to the charter, a number of allegations of fiscal and governing board selection irregularities were brought to the attention of CDE staff.

The issues described above were brought to the attention of the SBE at its November 2004 meeting. At that meeting the SBE acted to approve most all of the CDE staff recommendations with the exception of the elimination of founders as a class of membership on the governing board. One of the conditions of extending the expiration date for the charter by one year was that New West agree to a limited scope audit to be conducted by CDE's Audits and Investigations Division.

SUMMARY OF KEY ISSUES

Audit Recommendations and Observations

The Audits and Investigations Division conducted its audit of the period July 1, 2003, through June 30, 2004, during December 2004 and January 2005. The Division produced a series of observations and recommendations related to weak internal controls and related party transactions, which are included as Attachment 1. During the same period of CDE's limited scope review, the school's annual independent financial audit was submitted to CDE as required by statute. The independent audit cited a number of findings and recommendations similar to the CDE audit.

CDE staff believes that the findings and observations from both auditors raise serious concerns about the school's ability to govern itself in a financially responsible manner, and therefore, request the SBE to (1) direct its Executive Director to send a Notice to Cure letter to the school directing it to implement the recommendations contained in both audit reports by September 1, 2005, and (2) direct the CDE to work with the Department of Finance to initiate an audit. The Notice to Cure letter is a first step in a progressive process that may result in a CDE staff recommendation to not renew the New West charter or to revoke it. Specific findings/observations requiring corrective action are as follows:

Inadequate internal controls over purchasing and inadequate segregation of duties among staff for significant accounting processes
Implement written policies and procedures that will ensure significant accounting duties such as cash receipts, disbursements, and purchasing are separated among staff to safeguard the school's assets. No individual should have the sole authority to initiate, approve, and issue payment for school expenditures.

Inadequate controls over assets and no fixed asset program

1. Maintain complete inventory records containing asset descriptions, acquisition dates, useful life, location, serial numbers, cost, and accumulated depreciation. Conduct annual physical inventories of assets and reconcile the inventories to the accounting records.

2. Implement policy requiring the capitalization of property for accounting purposes when the property has a normal life of at least one year and a per unit cost of at least $1,000. Train accounting staff on the methods and procedures for the capitalization of the property in the general ledger and record retention procedures.

Inadequate securing of debit cards to prevent unauthorized or personal purchases
Assign bank accounts, credit cards, and debit cards in the name and address of New West to avoid the use of personal credit cards. Secure school credit and debit cards to prevent unauthorized or personal purchases.

Inadequate documentation and audit trail to ensure expenditures are related and

necessary to the school
Implement a process to document purchase requests, approvals, and payment of school expenditures. Maintain original invoices to provide an audit trail and support for all school expenditures.

Little or no internal controls over contracting
Develop procedures to ensure that all contracts and agreements clearly identify the scope of work to be performed. Institute a governing board approval process to ensure that all of New West's contracts, loans, and agreements are in the best interest of the school and reflect reasonable market values.

Insufficient arms length on loan transactions
Implement a policy requiring the approval from the governing board and proper documentation and execution of the notes for all borrowings over $5,000. Train accounting staff on methods and procedures for recording borrowings in the general ledger and record retention procedures.

Integrity of ballot tallying for election of initial governing board members not ensured
Develop and implement written policies and procedures delineating the governing board selection process to ensure that individuals running for election are not part of the vote tallying process.

Inadequate internal controls over bank accounts
Develop procedures that require: (1) annual approval by the governing board of all authorized signers and bank accounts; (2) reconciliation of bank statements in a timely manner by someone other than the persons that participate in the receipt and disbursement of cash; (3) preparation of checks to vendors and representatives of the school only from original invoices; and, (4) establishment of a certain threshold dollar amount over which governing board approval and two signatures are required.

Improper business transactions involving related party contracting agreements and arrangements
Implement a written conflict of interest policy, which includes full disclosure, abstention from discussion, and abstention from decision-making requirements if a related party transaction exists.

Discrepancies between daily attendance sheets and actual ADA amounts reported to CDE
Install a system and implement the written policy on procedures and instructions in order to maintain and reconcile the attendance of the school. Cross-train appropriate members of school staff in policies and procedures. File a Revised P-2 for 2004 to report the correct ADA for the fiscal year ending June 30, 2004.

Non Compliance with Previous State Board Actions

The SBE, at its November 2004 meeting, took action to approve the CDE staff recommendations with the exception of the recommendation to eliminate founders as a class of membership on the New West governing board, and as a condition of extending the charter's expiration date, required New West to comply with specified conditions. To date, New West has not complied with a number of those conditions and CDE staff recommends that New West be directed in the Notice to Cure letter to do the following:

- Provide CDE oversight staff with (1) governing board agendas for public meetings of the board 10 days prior to each meeting so that CDE staff may determine if there are any items for discussion that would warrant their attendance at the meeting, and (2) draft minutes of governing board meetings no later than 3 days after each meeting, with final meeting minutes and all approved governing board resolutions no later than 2 weeks after each governing board meeting.

- Revise the charter to reflect actions of the SBE, as indicated in the CDE November 2004 SBE agenda item, including changes to extend the charter expiration date, elimination of the high school component, elimination of admission requirements, elimination of new categories of founders, and other technical and conforming changes to the SBE action.

Change to Charter to Add New Founders for Admissions Preference

The New West governing board passed a resolution in January 2005, changing the eligibility date from September 7, 2002, to September 8, 2004, by which those who fulfilled certain requirements could be considered as founders for admissions preferences. The governing board resolution also states that changing the date for eligibility for founder status does not constitute a material change to the charter.

The first issue for SBE decision is whether or not this change to the charter represents a material change, and must therefore have SBE approval before New West can implement it. CDE staff does believe this is a material change to the charter and request the SBE treat it as such.

The issue of founders and what percentage of the school's preferential admissions could be based on founder status was an issue when the original petition came before the SBE in 2001. At that time, the school had proposed that 25 percent of its admissions be based on preferential founder status. The SBE approved the charter petition with a limit of no more than 10 percent for the first four years of operation, with the percentage declining by 1 percent each year through 2010-11.

This issue came up again at the November 2004 SBE meeting when CDE staff discovered the New West governing board unilaterally passed a resolution granting founder status to individuals who donated time and money during the extra year the school took to open and who were working toward the establishment of a high school.

Given that founder's preference has been a sensitive issue with the SBE from the time of New West's original approval, CDE staff believes the current New West proposal does

constitute a material change to the charter requiring SBE approval.

The second question that must be answered is, if the SBE agrees that the change in dates for founder status does constitute a material revision, does the SBE wish to grant approval to New West to implement the requested change. CDE staff recommends the SBE give consideration to extending the date by which individuals could qualify for founder status to no later than September 8, 2003, the date on which New West began operating.

The original cutoff date by which founders needed to have completed service hours was based on New West opening in 2002. The school delayed opening for one year due to difficulty in securing facilities and a special education agreement with a SELPA. During that additional year, individuals continued to donate time and money to the school. It does not seem unreasonable to extend the date for qualification as a founder by one year. There does not seem to be any purpose served by granting founders preference to those who continued to work during the operational years of the school. The idea is not to keep replenishing the number of people who get admissions preference. CDE staff recommends that if the SBE does extend the qualifying date to September 2003, it do so with the condition that New West make no further changes to founder status dates in its charter, either unilaterally or by request to the SBE.

FISCAL ANALYSIS (AS APPROPRIATE)

There will be a minor increase in workload to CDE and the SBE to follow up on the implementation of corrective action plans for audit findings and to ensure that New West meets previous SBE conditions. Other CDE oversight responsibilities would continue at the same level.

ATTACHMENT(S)

Attachment 1: New West Charter Middle School – Limited Scope Review (10 pages)

Attachment 2: New West Charter Middle School – Financial Statements with Independent Auditors' Report (8 pages) (This attachment is not available for Web viewing. A printed copy is available for viewing in the State Board of Education office.)

CALIFORNIA DEPARTMENT OF EDUCATION

M e m o r a n d u m

Date: March 2, 2005

To: Marta Reyes, Director
Charter Schools Division

From: Kevin W. Chan, Director
Audits and Investigations Division

Subject: New West Charter Middle School – Limited Scope Review

At the request of the Charter Schools Division (CSD), the Audits and Investigations Division (A&I) conducted a limited scope review of New West Charter Middle School (New West). We conducted our review for the period July 1, 2003 through June 30, 2004 to (1) evaluate whether New West's internal controls ensure sound fiscal management and compliance with its charter agreement, and (2) identify areas of concern resulting from internal control weaknesses.

On February 1, 2005, A&I issued a memorandum notifying the CSD of our review observations. Per your request, we are reissuing the memorandum with recommendations to improve New West's internal controls.

Internal controls are the processes designed to provide reasonable assurance that operations are effective and efficient, financial information is accurate, and operations are in compliance with applicable laws, regulations, and charter provisions. New West's internal control structure includes its administrative policies and procedures, accounting and other information systems, and its work environment.

The management of New West is responsible for establishing and maintaining adequate internal controls over financial transactions. Additionally, the management of New West is responsible for compliance with both the general provisions established in its approved charter and the *California Education Code* sections relative to charter schools.

<u>New West Charter Middle School:</u>

During the initial planning stages of the school, New West was under the direction of its Organizing Committee. New West's Organizing Committee was comprised of David Eagle (Chair, founder, and student parent), Dr. Gene Albrecht (Co-Chair and student parent), and Judith Bronowski (Co-Chair and student parent).

New West was incorporated in 2000 as a California nonprofit public benefit corporation. On December 5, 2001, the California State Board of Education became the first chartering authority for New West. The California State Board of Education granted New West's charter for the period July 1, 2002 to June 30, 2005, and subsequently extended the charter to June 30, 2006. On September 8, 2003, New West opened its doors with 274 students enrolled in grades six through eight.

In October 2003, New West held elections to establish a 14-person Governing Board, which acts as the chief decision-making body for the school and has authority over all aspects of the school's operations and educational programs. The Governing Board is comprised of parents, teachers, community members, and New West's principal.

Delta Managed Solutions:

Delta Managed Solutions (Delta), located in Sacramento, is an independent educational consulting and advisory firm that offers bookkeeping and administrative support services to California charter schools. On August 1, 2003, New West entered into a contract with Delta for services in four main areas: (1) bookkeeping services, (2) purchasing, (3) maintaining student records, and (4) human resources. Consequently, Delta manages a significant amount of New West's accounting and payroll records in Sacramento. On behalf of New West, Karl Yoder and Kelly McDole, founders and managers of Delta, were the main working contacts during our review.

Scope of Review:

At the Charter Schools Division's request, the State Board of Education authorized A&I to conduct a limited scope review of New West. Although our review scope was not limited to a particular time period, we selected the period of July 1, 2003 through June 30, 2004 for our initial review because this was the year that the school opened under its authorized charter.

During the preliminary stages of our review, we interviewed New West and Delta staff to gain an understanding of the school's accounting and contracting controls. We also reviewed accounting records maintained by Delta, and requested supporting documents for a sample of transactions that we deemed applicable to the following areas: (1) internal controls, (2) contracts for goods and/or services, and (3) related party transactions.

Due to the limited scope, our review does not constitute a financial statement audit conducted in accordance with *Government Auditing Standards*. Therefore, we do not express an opinion on the financial statements, or on any individual account balances. Had we performed additional procedures, or conducted an audit of the financial statements in accordance with *Government Auditing Standards*, other matters might have come to our attention that may have been reported.

Review Observations:

Weak Internal Controls

A material weakness is a condition in which the design or operation of one or more internal control components does not reduce to a relatively low level that errors or irregularities could occur and not be timely detected. For the year ended June 30, 2004, New West's independent certified public accountant considered New West's internal control over financial reporting and its operations, and noted no matters that he considered to be material weaknesses. However, the certified public accountant's consideration of internal control would not necessarily disclose all matters that could be material internal control weaknesses.

We identified several significant internal control weaknesses in New West's fiscal operations through internal control questionnaires, interviews with staff, observations during fieldwork, and review of available supporting documentation. These weaknesses increase the risk that school assets are not adequately safeguarded and that transactions are not properly executed and/or recorded. Furthermore, several of these internal control weaknesses not only existed throughout our review period, but also continue to exist.

Observation 1 – New West does not have adequate internal controls over purchasing, and does not adequately segregate duties for significant accounting processes. For example:

- New West's Office Manager receives cash, prepares cash deposits, and makes deposits. If these duties are not segregated among two or more individuals, cash can be easily misappropriated without timely detection.

- New West's Office Manager has the ability to purchase goods and services, receive goods and services, generate checks, and sign checks. In addition, upon receipt of the goods, the Office Manager is responsible for reconciling the invoice to the receiving document. If these duties are not segregated among two or more staff, errors or irregularities in receiving goods and services may not be timely detected.

- David Eagle, New West Board Chair and founder, has check signing authority and is authorized to make purchases on behalf of the school with no secondary signatures required on the checks. Additionally, Mr. Eagle was able to make unrestricted credit card purchases that were subsequently reimbursed by the school without question. Since the credit cards were his own, David Eagle was able to commingle personal purchases with school purchases on his personal credit cards. For example, Mr. Eagle used his personal American Express credit card to purchase computer equipment for New West in the amount of $46,220. Moreover, Mr. Eagle was the sole signer

on the school's check used to satisfy his credit card obligation (check No. 1292, dated 9/22/03).

- On July 9, 2004, New West's board of directors passed Resolution No. 2004-23, which provides guidelines for opening and maintaining bank accounts on behalf of New West. Specifically, it states, in part, "Any check above $2,500 must be signed by two of the following people – the Board Chair, the Board Vice Chair, the Chief Financial Officer, the Finance Manager, and the Executive Director." However, despite the passage of this resolution, we verified that the dual signatures requirement is not being enforced or adhered to by New West.

Recommendation 1 –New West should implement written policies and procedures that will ensure significant accounting duties such as cash receipts, disbursements, and purchasing are separated among staff to safeguard the school's assets. No individual at New West should have the sole authority to initiate, approve, and issue payment for school expenditures. Additionally, Board resolutions should be strictly enforced and adhered to by New West.

Observation 2 – New West did not have adequate controls over its assets. According to Karl Yoder, Delta's Chief Financial Officer, New West does not have a detailed listing of the school's fixed assets. Although a general ledger account listing of fixed assets was provided to us, this listing did not include sufficient information to ensure that all fixed assets were properly accounted for. For example, the school did not maintain pertinent information such as: asset descriptions, acquisition dates, serial numbers, asset numbers, acquisition cost by asset, and accumulated depreciation by asset. Additionally, identification labels were not affixed to any of the equipment to identify the asset inventory numbers and to tag the equipment as school property.

Recommendation 2 – New West should maintain complete inventory records containing asset descriptions, acquisition dates, useful life, location, serial numbers, cost, and accumulated depreciation. Additionally, New West should conduct annual physical inventories of assets and reconcile the inventories to the accounting records.

Observation 3 – Debit cards are not adequately safeguarded or secured to prevent unauthorized or personal purchases. For example, the Principal and Office Manager have custody of the school debit cards, which are supposed to be secured at the school when not in use. However, during our review of the school's bank statements, we noted two charges that were incurred at Disneyland. When questioned about these charges, we were told that the Office Manager inadvertently used the school's debit card during a personal visit to Disneyland. Although we were told that the Office Manager reimbursed the school, it is apparent that there is a lack of control over debit card usage.

Recommendation 3 – New West should safeguard school credit cards and debits cards to prevent unauthorized or personal purchases. Additionally, New West should assign bank accounts, credit cards, and debit cards in the name and address of New West to avoid the use of personal credit cards.

Observation 4 – Documentation maintained by New West as support for their expenditures does not provide an adequate audit trail to ensure that the costs are related and necessary to the school. Examples of inadequate support are:

- Expenditures were often paid based on credit card statements without the original purchase receipts describing the goods or services purchased. In essence, the school made payments for goods and services without adequately verifying the reasonableness and necessity of the expense. Additionally, credit cards used to purchase New West supplies and equipment were not in the name of the school, but in the name of either David J. Eagle, David J. Eagle – David Eagle Productions, David Eagle, or David Eagle Productions.

- New West routinely paid invoices that were billed to other entities. For example, David Eagle purchased textbooks from Houghton Mifflin using a David Eagle Productions credit card. According to the invoice, Houghton Mifflin billed David Eagle Productions. However, New West reimbursed David Eagle Productions by remitting payment directly to the credit card company.

New West does not require original invoices for payments or reimbursements. Additionally, New West does not employ a consistent method of distinguishing invoices as paid. This internal control weakness allows errors or irregularities to occur and not be timely detected. For example, we noted a duplicate payment for an expense incurred by David Eagle. Specifically, New West paid $457 to David Eagle's Citi AAdvantage Card for copies made on October 16, 2003. In addition, Mr. Eagle submitted a receipt for the same expense and received duplicate reimbursement of $457.

Recommendation 4 – New West should implement a process to document purchase requests, approvals, and payment of school expenditures. Furthermore, New West should maintain original invoices to provide an audit trail and support all school expenditures.

Observation 5 – New West had little or no internal controls over contracting. For example, several significant contracts relating to construction work at the school were not competitively bid and/or lacked a clearly defined scope of work. Although we were told that several bids were acquired, the bids were verbal with no written documentation to support the bidding process.

Recommendation 5 – New West should develop procedures to ensure that all contracts and agreements clearly identify the scope of work to be performed. Additionally, New West should institute a governing board approval process to ensure that all of New West's contracts, loans, and agreements are in the best interest of the school and reflect reasonable market values.

Observation 6 – The initial election process for New West's Governing Board did not ensure the integrity of ballot tallying. Specifically, David Eagle, a board of directors candidate, participated in tallying election ballots. Although a written description of New West's election process states that five individuals participated in the tallying process, the official tally sheet contained the following notation, "Tallied by D. Eagle @ 10:05AM 10-16-03" and no other individuals were noted in the tallying process.

Recommendation 6 – New West should develop and implement written policies and procedures delineating the governing board selection process to ensure that individuals running for election are not part of the vote tallying process.

Observation 7 – New West utilized four checking accounts and two savings accounts at three different bank institutions during our review period. Although this is an acceptable business practice, the internal controls over these bank accounts were not adequate to detect recording errors or irregularities in a timely manner. For example:

- 15 checks from one checking account were payable to individuals that were also the sole signers on the checks.

- A volunteer student parent had sole responsibility over New West's fundraising checking account, including the fundraising activity income. Of the 37 checks written from this account, 5 checks were payable to "cash" and endorsed by the student parent, the sole signer on the checks.

- Use of debit cards by the Principal and the Office Manager did not require prior authorization, which resulted in at least two unauthorized purchases at Disneyland.

Recommendation 7 – New West should reconcile bank statements to accounting records on a monthly basis to timely detect error or irregularities.

Expenditures

Observation 8 – We selected a judgmental sample of 76 fiscal year 2003-04 expenditures to test the adequacy of New West's internal controls and to assess the reasonableness and propriety of expenditures. Our tests included tracing expenditures to source documents such as vendor receipts and check registers.

However, New West was able to provide us with documentation to support only 60 of the 76 (79 percent) expenditure items selected. Consequently, we could not fully assess the reasonableness and propriety of the expenditures in our sample.

Moreover, the supporting documents for the 60 expenditures that were provided to us did not provide adequate substantiation to the reasonableness and propriety of the expenditures. For example, several invoices contained billings to other businesses such as David Eagle Productions, rather than to New West. Additionally, some invoices indicated shipping addresses other than to the school's location or address. Since several invoices contained only limited information (no detailed work descriptions or specific work locations), we could not determine whether the goods were actually received by the school, or whether the services were actually rendered on the school's behalf.

Recommendation 8 – New West should implement control procedures to ensure all expenditures are adequately documented with purchase requests, approvals, and original invoices. Additionally New West should ensure that all expenditures are reasonable and necessary to the operation of the school.

Related Party Transactions

Observation 9 – *New* West entered into several related party contracting agreements and arrangements that we considered improper business transactions that open opportunities for misappropriation or personal gain to the related parties. For example:

- On April 19, 2002, a $300,000 note payable, via a personal mortgage line of credit from David Eagle, was signed by David Eagle on behalf of New West. This note was retroactively approved by New West's Governing Board on July 9, 2004 (over two years later) because, according to David Eagle, New West's board of directors did not exist when the note was executed.

  Although the school has the right to accept assistance from private parties, we question the school's practice in paying back the loan. For example, we found that the school often made interest payments on the loan by making payments directly to Mr. Eagle's credit cards and personal mortgage company. This type of payment arrangement opens the opportunity for Mr. Eagle to increase his personal mortgage interest expense tax deduction, while receiving interest income that would not be normally reported to the Internal Revenue Service or Franchise Tax Board.

  Note: A revised note signed by New West's Director/Principal was executed on May 18, 2004 (almost two months prior to the approval of the original loan). On October 8, 2004, New West secured a loan in the amount of $195,000 from Pacific Western Bank to refinance the David Eagle loan.

- New West secured a short-term interest free promissory note in the amount of $100,000 from Nowa Derm Corporation. We question the propriety of this loan because of the unique funding and payment arrangements. On July 9, 2003, Ms. Burnison (a New West student parent) signed a Nowa Derm Corporation check, as Chief Operating Officer, in the amount of $100,000 payable to the order of New West. On November 20, 2003, New West repaid the loan obligation by issuing a check in the amount of $100,000 payable to the order of Ms. Burnison, not the Nowa Derm Corporation. Since we did not expand our review to determine the propriety of issuing the check directly to Ms. Burnison, we only note the weakness in New West's business practices that could allow possible misappropriation of school or corporate funds.

- On February 25, 2004, New West secured a short-term loan in the amount of $2,000 from Delta. This loan was not supported with any documentation, and not approved by New West's Governing Board. According to Karl Yoder, Delta, this loan was granted to New West to meet short-term obligations. Although New West repaid the funds to Delta on March 10, 2004, we question the apparent close relationship between Delta and New West where bookkeeping integrity may also be compromised.

Recommendation 9 – In accordance with New West's charter agreement and governing board resolution, New West should implement a written conflict of interest policy, which includes full disclosure, abstention from discussion, and abstention from decision making requirements if a related party transaction exists. Furthermore, if New West participates in a related party agreement, it should operate in accordance with its conflict of interest policy to ensure charter school funds are not used for the personal benefit of any officer, director, or fiduciary of the charter school.

Other Concerns

During the course of our review, we discovered other situations of interest outside our initial review period:

On July 15, 2004, New West secured an interim cash flow loan in the amount of $50,000 from Eagle's Peak Charter School. Loans to meet cash flows, coupled with other short-term loans from the Nowa Derm Corporation and Delta, leads us to question New West's ability to continue to effectively operate as a viable charter school.

Furthermore, in order to appropriately maintain its school operations, New West actively and aggressively solicits contributions from student families. For example, the January 14, 2004, issue of the school's newsletter included the following statements:

- "We are in immediate danger of having to cut back or cut out some of our

enrichment programs at New West."

- "Our budget is based on the fact that we need to raise $2,500 per student in order to provide these programs. The State gives us the basic funds for our core subjects and support materials like textbooks. But they don't provide the funding for these other things. So, we must rely on fundraising, grants and gifts to make up that $2,500 per student difference."

- "We must raise $100,000 by June."

Conclusion:

Based on our limited scope review, New West did not have adequate internal controls in place to (1) ensure sound fiscal management, (2) fully comply with its charter agreement, and (3) prevent illegal or substantially improper use of charter school funds for the personal benefit of any officer, director, or fiduciary of the charter school. Furthermore, several of the internal control weaknesses continue to exist.

In light of the significance of the internal control weaknesses that we identified during our review, the Charter Schools Division should determine the appropriate course of action to ensure that the continuing internal control weaknesses are immediately addressed by the management of New West.

If you have any questions regarding our limited scope review, please contact Tami Bowman, Audit Manager, at 323-6797.

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: May 11, 2005

TO: MEMBERS, STATE BOARD OF EDUCATION

FROM: Dr. William J. Ellerbee, Jr., Deputy Superintendent
School and District Operations

RE: Item No. 29

SUBJECT: New West Charter Middle School: Audit Findings; Notice to Cure Letter; Further Audit(s); Compliance with Previous State Board Actions; and Material Amendments to the Charter.

The State Board of Education agenda item on New West Charter Middle School discussed many audit findings and recommendations that originated from both the school's annual independent financial audit and California Department of Education's (CDE) Audits and Investigations Division's limited scope audit. This last minute memorandum is to provide a draft Notice to Cure letter or face revocation if the school does not correct findings and implement recommendations from the audits. CDE staff recommends the SBE send the attached letter to New West Charter Middle School.

Attachment 1: Draft Notice to Cure Letter (4 Pages)

STATE OF CALIFORNIA ARNOLD SCHWARZENEGGER, *Governor*

CALIFORNIA STATE BOARD OF EDUCATION

1430 N Street, Suite 5111
Sacramento, CA 95814
(916) 319-0827
(916) 319-0175 (fax)

May 13, 2005

Sharon Weir, Ed.D., Director/Principal
New West Charter Middle School
11625 Pico Blvd.
Los Angeles, CA 90064

Members of the Governance Council
New West Charter Middle School
11625 Pico Blvd.
Los Angeles, CA 90064

Dear Dr. Weir and Members of the Governance Council:

As you are aware, the State Board of Education (SBE) has reviewed the conclusions and recommendations of the Audits and Investigations Division of the California Department of Education (CDE) based upon its completion of a limited scope review of the New West Charter Middle School's finances. The SBE has also reviewed the findings and recommendations in the annual financial audit completed by Feddersen & Company, LLP, for the school's 2003-04 fiscal year. Both audit documents contain findings and conclusions that are of substantial concern to the SBE and must be addressed immediately.

Accordingly, this letter constitutes a formal Notice to Cure or Face Revocation under *Education Code (EC)* Section 47607(c). This statute provides that: "A charter may be revoked by the authority that granted the charter under this chapter if the authority finds that the charter school did any of the following: (1) Committed a material violation of any of the conditions, standards, or procedures set forth in the charter. (2) Failed to meet or pursue any of the pupil outcomes identified in the charter. (3) Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement. (4) Violated any provision of law."

EC Section 47607(d) further specifies that "prior to revocation, the authority that granted the charter shall notify the charter public school of any violation of this section and give the school a reasonable opportunity to cure the violation, unless the authority determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils."

The SBE is especially concerned that New West Charter Middle School has failed to meet generally accepted accounting principles by not establishing internal controls over the school's expenditures and engaging in related party transactions. The SBE has received responses from the school to many

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of the findings and conclusions of the auditors by letter dated April 19, 2005, and by e-mail dated April 25, 2005. The organization chosen to do the audit of New West Charter Middle School will review these responses as part of its overall investigation. In the meantime, this letter is a formal request to provide the following documentation:

1. Evidence of the maintenance of complete inventory records containing asset descriptions, acquisition dates, useful life, location, serial numbers, cost, and accumulated depreciation.

2. Evidence that the school conducts annual physical inventories of assets and reconciles the inventories to the accounting records.

3. Policy requiring the capitalization of property for accounting purposes when the property has a normal life of at least one year and a per unit cost of at least $1,000, and evidence that accounting staff have been trained on the methods and procedures for the capitalization of the property in the general ledger and record retention procedures.

4. Evidence that bank accounts, credit cards, and debit cards are assigned in the name and address of New West Charter Middle School to avoid the use of personal credit cards, and that the school maintains secure school credit and debit cards to prevent unauthorized or personal purchases.

5. Evidence the school has implemented a process to document purchase requests, approvals, and payment of school expenditures, and that it maintains original invoices to provide an audit trail and support for all school expenditures.

6. Procedures to ensure that all contracts and agreements clearly identify the scope of work to be performed.

7. Evidence of a governing board approval process to ensure that all of New West Charter Middle School's contracts, loans, and agreements are in the best interest of the school and reflect reasonable market values.

8. Policy requiring the approval from the governing board and proper documentation and execution of the notes for all borrowings over $5,000, and evidence that accounting staff has been trained on methods and procedures for recording borrowings in the general ledger and record retention procedures.

9. Written policies and procedures delineating the governing board selection process to ensure that individuals running for election are not part of the vote tallying process, and evidence that new policies have been implemented.

10. Procedures that require: (1) annual approval by the governing board of all authorized signers and bank accounts; (2) reconciliation of bank statements in a timely manner by someone other than the persons that participate in the receipt and disbursement of cash; (3) preparation of checks to vendors and representatives of the school only from original invoices;

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and, (4) establishment of a certain threshold dollar amount over which governing board approval and two signatures are required.

11. Evidence of a written conflict of interest policy, which includes full disclosure, abstention from discussion, and abstention from decision-making requirements if a related party transaction exists.

12. Evidence of the installation of a system and implementation of a written policy on procedures and instructions in order to maintain and reconcile the attendance of the school. Evidence that appropriate members of school staff have been cross-trained in the policies and procedures.

13. Revised P-2 for 2004 to report the correct ADA for the fiscal year ending June 30, 2004.

In addition to the documentation requested above, the State Board also directs New West to comply with the State Board's action at its November 2004 meeting as follows:

- Provide CDE oversight staff with (1) governing board agendas for public meetings of the board 10 days prior to each meeting so that CDE staff may determine if there are any items for discussion that would warrant their attendance at the meeting, and (2) draft minutes of governing board meetings no later than three days after each meeting, with final meeting minutes and all approved governing board resolutions no later than two weeks after each governing board meeting.

- Revise the charter to reflect actions of the SBE, as indicated in the CDE November 2004 SBE agenda item, including changes to extend the charter expiration date, elimination of the high school component, elimination of admission requirements, elimination of new categories of founders, and other technical and conforming changes to the SBE action.

Please be advised that the SBE hereby places New West Charter Middle School on notice of the Board's intent to revoke the charter if New West Charter Middle School fails to cure the above violations to the satisfaction of the SBE on or before July 1, 2005. Please be advised that there may be additional findings and recommendations once the audit is complete. New West Charter Middle School will be informed of the recommendations and documentation necessary to cure any violations, and a timeline for corrective actions. It is certainly our wish that these issues be resolved before the beginning of the new school year.

I trust New West Charter Middle School will give its prompt attention to this most urgent matter and will provide complete responses to all the issues raised in this letter on or before July 1, 2005. If you have any questions or need clarification regarding this Notice to Cure, please contact Deborah Connelly, Consultant, Charter Schools Division, at (916) 323-2694 or by e-mail at *dconnell@cde.ca.gov*.

Sincerely,

Ruth Green, President
California State Board of Education

RG:dc

cc: Greg Moser, Legal Counsel, Foley & Lardner Legal Offices
Catherine Barkett, Executive Director, California State Board of Education
Karen Steentofte, General Counsel, California State Board of Education
Marta Reyes, Director, Charter Schools Division, CDE
Deborah Connelly, Consultant, Charter Schools Division, CDE

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CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

SUBJECT	
Senate Bill (SB) 740 Nonclassroom-based Instruction in Charter Schools and Nonclassroom-based Virtual or On-line Charter Schools: Request State Board of Education (SBE) to Approve Commencement of Rulemaking Process	☒ **Action** ☒ **Information** ☐ **Public Hearing**

RECOMMENDATION

The California Department of Education (CDE) staff recommends that the State Board of Education (SBE) approve the commencement of the regulatory process for the proposed regulations and direct staff to commence the rulemaking process; (2) approve the Initial Statement of Reasons and the Notice of Proposed Rulemaking; and (3) direct CDE staff to conduct a public hearing on the proposed regulations.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

SB 740 (Chapter 892, Statutes of 2001) added a requirement for funding determinations and allocations for nonclassroom-based instruction in charter schools, established an Advisory Commission on Charter Schools (ACCS) with specified duties, and required the SBE to adopt regulations to implement the new provisions of law. As required by law, the SBE adopted the existing regulations, which are now being proposed for amendment.

SUMMARY OF KEY ISSUES

For the fourth year, CDE is reviewing funding determination requests for nonclassroom-based charter schools required under SB 740. As a result of the experience gained during this period, CDE is proposing to amend the existing regulations to address the following:

- Give charter schools the option of using a 25:1 statewide pupil-teacher ratio as an alternative to the ratio used by the largest unified school district in the county or counties where the charter school operates.

- Clarify and encourage the use of prospective multi-year funding requests by existing nonclassroom-based charter schools.

- Give new nonclassroom-based charter schools initial two-year funding determinations based on estimated figures which are later verified by a review of the school's first-year unaudited actual expense reports and second-year actual budgets.

- Clarify that multi-year funding determinations may be modified by the SBE if any information is brought forward that would change the initial decision to approve the funding request, either in terms of number of years or the percentage of funding approved.

- For the 2005-06 fiscal year (the presumed effective date of these regulations changes), allow schools the choice of having their funding determination based on the newly revised criteria or the criteria that was in effect as of January 1, 2005.

- Include instruction-related facilities costs within the instructional costs calculation.

- Clarify what is meant by certificated personnel expenditures and direct instructional support for purposes of the calculations.

- Make clarifying changes to the funding request forms and calculations and technical changes that include removal of outdated language and renumbering of sections.

- Establish criteria for evaluating and approving funding determination requests from nonclassroom-based virtual or on-line charter schools.

FISCAL ANALYSIS (AS APPROPRIATE)

Fiscal analysis will be provided as a last-minute memorandum.

ATTACHMENT(S)

Attachment 1: Initial Statement of Reasons (5 pages)

Attachment 2: Title 5. EDUCATION. California State Board of Education Notice of Proposed Rulemaking, Charter Schools (4 pages)

Attachment 3: Title 5, EDUCATION. Division 1. California Department of Education. Subchapter 13 Independent Study, Article 3, Provisions Unique to Charter Schools, and Subchapter 19 Charter Schools, Article 1.5 Classroom and Nonclassroom-Based Instruction in Charter Schools (16 pages)

INITIAL STATEMENT OF REASONS

Nonclassroom-Based Instruction in Charter Schools And Nonclassroom-Based Virtual or Online Charter Schools

SECTION 11704. Pupil-Teacher Ratio (Amendment)
SECTION 11963.2. Average Daily Attendance for Nonclassroom-Based Instruction in Charter Schools (Amendment)
SECTION 11963.3. Determination of Funding Request Forms and Calculations (Amendment)
SECTION 11963.4. Evaluation of Determination of Funding Requests Regarding Nonclassroom-Based Instruction (Amendment)
SECTION 11963.5. Determination of Funding Requests for Nonclassroom-Based Virtual or On-Line Charter Schools (Addition)
SECTION 11963.6. Submission and Action on Determination of Funding Requests Regarding Nonclassroom-Based Instruction (Renumbering and Amendment)
SECTION 11963.7. Termination of a Determination of Funding Regarding Nonclassroom-Based Instruction (Renumbering)

SPECIFIC PURPOSE OF THE REGULATIONS

The proposed regulations establish an alternative to the existing method for determining the pupil-teacher ratio for nonclassroom-based charter schools by allowing charter schools the option of using a statewide average pupil-teacher ratio; clarify the multi-year funding determination option; make clarifying changes to the determination of funding request forms and calculations for the 2005-06 fiscal year; incorporate facilities mitigation within “instructional costs;” clarify certificated instructional support staff and treatment of contracted staff for the calculation; make technical changes that includes removal of language no longer in effect; and establish policy for determination of funding requests for nonclassroom-based virtual or on-line charter schools.

NECESSITY/RATIONALE

Senate Bill (SB) 740 (Chapter 892, Statutes of 2001) amended the Charter School Act of 1992 to require funding determinations for charter schools offering nonclassroom-based instruction. *Education Code* Section 47634.2 authorizes the State Board of Education (State Board) to approve regulations establishing criteria for determining the amount of funding each nonclassroom-based charter school will receive and for the evaluation of such requests.

Subsequent to passage of SB 740, the State Board adopted regulations. The experience gained from reviewing and approving funding determination requests over the past three years has highlighted the need to make clarifying changes to the request

forms and the evaluation criteria, and to authorize use of a statewide average pupil-teacher ratio for those charter schools opting to do so. In addition, since the time of adoption of the existing regulations, “virtual schools,” which offer instruction in a predominantly on-line environment, have emerged. Virtual schools, while meeting the definition of “nonclassroom-based” instruction, nevertheless differ sufficiently from other nonclassroom-based learning environments to warrant establishing criteria for review of funding determination requests specific to virtual or on-line charter school programs.

SECTION 11704

The proposed amendment would establish an alternative to the existing method for determining the pupil-teacher ratio for nonclassroom-based charter schools by allowing charter schools the option of using a set statewide average pupil-teacher ratio. Currently, charter schools must base their pupil-teacher ratio at the same rate or lower than that of the largest unified school district in the county or counties served by the charter school. This exercise is difficult, because the factors included in the ratio vary from district to district, and many school districts do not complete their calculations until late spring, near the end of the charter school’s fiscal year.

The California Department of Education’s Ed-Data (Education Demographics) reflects a 2003-04 statewide average K-12 pupil-teacher ratio of 22.7:1 and a statewide average alternative school pupil-teacher ratio of 25.6:1. Unlike unified school districts, which operate multiple school types, grades, and educational models, all of which are incorporated within the pupil-teacher ratio calculations, nonclassroom based charter schools operate programs that are either independent study or combination programs, both of which fall under the independent laws. Yet, charter schools are not ”alternative” schools, either. To provide flexibility and predictability to charter schools as they plan their school year and school budgets, the State Board opts to set the statewide average pupil-teacher ratio at 25:1, which falls between the K-12 statewide average and the alternative school statewide average. This ratio provides a reasonable alternative to that of current requirements without exceeding the norm used in non-charter public school districts.

The proposed amendment would also ensure that the pupil-teacher ratio in nonclassroom-based charter schools does not greatly exceed that typically reported by the school districts by restricting nonclassroom-based charter schools to counting each person in a full-time equivalent certificated position only once, unless the teacher works in excess of a standard work day and number of annual work days.

SECTION 11963.2

The proposed amendments would remove outdated language.

SECTION 11963.3

The amendments would require use of definitions included within the current edition of the California School Accounting Manual when submitting a determination of funding request, as opposed to using the 2001 version (which is amended on an annual basis), and updates the link to the web site to accurately reflect where the manual may be found on-line.

The amendments would clarify information to be submitted on the funding determination request form for consistency with the form that is already being used by nonclassroom-based charter schools, would clarify that only someone in a position typically authorized to sign on behalf of the charter school will sign the certification and submit the funding determination request, would clarify what is meant by certificated personnel expenditures and direct instructional support for purposes of the calculations, and would authorize the inclusion of instructional-related facilities costs within the instructional cost calculations.

The existing regulations require charter schools to provide information on the amount of reserves set aside for contingencies. The proposed amendments would authorize reserves in excess of the greater of fifty-thousand dollars or five percent of total expenditures if satisfactorily explained as a mitigating factor under 5 California Code of Regulations Section 11963.4(d). Establishing this threshold will provide consistency in the review of funding determination requests by the Advisory Commission on Charter Schools (ACCS) and the State Board.

The proposed amendments would clarify existing requirements identifying other expenditures to include cumulative administrative overhead from related party transactions.

SECTION 11963.4

The proposed amendments would remove outdated and unnecessary language, and would clarify that multi-year funding determinations may be amended if any information later brought forward would support a reduction in the length of time or the percentage of funding initially approved. The proposed amendments would also lower the thresholds for percentages of certificated personnel costs at the 70 percent, 85 percent, and 100 percent funding determination levels because, pursuant to the proposed regulatory changes to Section 11963.3, the certificated administrative personnel and certificated operations personnel will no longer be allowed to be included in the calculations unless they are providing direct instructional support to students.

SECTION 11963.5

This proposed regulation is an addition to accommodate the emergence of virtual and on-line charter schools, which represent a unique model of independent study.

Teaching and learning occurs predominantly in a “virtual” setting where the teachers and students may not meet regularly in person for assignments and evaluation of completed work. The regulation would define virtual or on-line charter schools for purposes of the funding determination provisions, and establish criteria for submittal and evaluation of funding determination requests. The regulation would reward exemplary charter schools offering this instructional mode by removing the requirement for a pupil-teacher ratio for charter schools that have and maintain an 8, 9, or 10 Academic Performance Index (API) statewide or similar schools ranking but maintains no less than a 6 in the other ranking.

SECTION 11963.6

This section is renumbered from its previous number of 11963.5, and allows up to 120 days before the funding determination request must be presented to the State Board to accommodate the State Board’s less frequent meeting schedule (from once a month to once every two months). This regulation would authorize initial two-year funding determination requests for newly operational nonclassroom-based charter schools to provide new charter schools with some measure of certainty in budgeting. However, if the unaudited actual expenses of the charter school after its first year of operation and/or the second year funding determination form (which includes the second year actual budget for the school) did not support the initial two-year funding determination, the two-year funding determination would be subject to revision.

In addition, this regulation clarifies that charter schools may request funding determinations for future years, for a period of up to five years from the current fiscal year and establishes a phase-in period for the approval of prospective funding determinations.

SECTION 11963.7

This section is renumbered from its previous number of 11963.6 and clarifies that the State Board may modify multi-year funding determinations in terms of multi-year approval and the funding authorized.

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

The State Board did not rely upon any 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

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

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

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

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

The proposed regulations would not have a significant adverse economic impact on any business because they relate only to public charter schools and not to small business practice.

4-26-05

STATE OF CALIFORNIA ARNOLD SCHWARZENEGGER, *Governor*

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

TITLE 5. EDUCATION

CALIFORNIA STATE BOARD OF EDUCATION

NOTICE OF PROPOSED RULEMAKING

Charter Schools

[Notice published May 20, 2005]

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

PUBLIC HEARING

California Department of Education staff, on behalf of the State Board, will hold a public hearing beginning at **9:00 a.m. on July 5, 2005**, at 1430 N Street, Room 1801, Sacramento. The room is wheelchair accessible. At the hearing, any person may present statements or arguments, orally or in writing, relevant to the proposed action described in the Informative Digest. The State Board requests that any person desiring to present statements or arguments orally notify the Regulations Coordinator of such intent. The State Board requests, but does not require, that persons who make oral comments at the hearing also submit a written summary of their statements. No oral statements will be accepted subsequent to this public hearing.

WRITTEN COMMENT PERIOD

Any interested person, or his or her authorized representative, may submit written comments relevant to the proposed regulatory action to the Regulations Coordinator. The written comment period ends at **5:00 p.m. on July 5, 2005**. The State Board will consider only written comments received by the Regulations Coordinator or at the State Board Office by that time (in addition to those comments received at the public hearing). Written comments for the State Board's consideration should be directed to:

Debra Strain, Regulations Coordinator
LEGAL DIVISION
California Department of Education
1430 N Street, Room 5319
Sacramento, California 95814
Email: dstrain@cde.ca.gov
Telephone: (916) 319-0860
FAX: (916) 319-0155

AUTHORITY AND REFERENCE

Authority: Section 33031, 47612.5(b), 47634.2, Education Code.

Reference: Sections 47604.3, 47605, 47612.5(b), 47632, 47634.2, 51745.6, 51747.3, 60640-60643, Education Code.

INFORMATIVE DIGEST/POLICY STATEMENT OVERVIEW

The proposed amendments to existing regulations, California Code of Regulations, Section 11704 and Sections 11963-11963.6, are necessary to implement the provisions of Education Code Section 47634.2 applying to Nonclassroom-based charter schools and enacted by Senate Bill 740 (Chapter 892, Statutes of 1991). The amendments would establish an alternative to the existing method for determining the pupil-teacher ratio; authorize multi-year funding determinations; make clarifying changes to the determination of funding request forms and calculations; make technical changes that include removal of language no longer in effect, renumbering, and typographical errors; and establish a policy for review and approval of funding determination requests submitted by nonclassroom-based virtual or online charter schools.

DISCLOSURES REGARDING THE PROPOSED ACTION

Mandate on local agencies and school districts: TBD

Cost or savings to any state agency: TBD

Costs to any local agency or school district which must be reimbursed in accordance with Government Code Section 17561: TBD

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

Cost or savings in federal funding to the state: TBD

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

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

Adoption of these regulations will not:

(1) create or eliminate jobs within California;
(2) create new businesses or eliminate existing businesses within California; or
(3) affect the expansion of businesses currently doing business within California.

Significant effect on housing costs: TBD

Effect on small businesses: The proposed regulations would not have a significant adverse economic impact on any business because they relate only to public charter schools and not to small business practices.

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:

Deborah Herrmann, Education Programs Consultant
Charter Schools Division
California Department of Education
1430 N Street, Room 5401
Sacramento, CA 95814
E-mail: dherrman@cde.ca.gov
Telephone: (916) 322-6029

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 the Regulations Coordinator, or to the backup contact person, Natalie Vice, at (916) 319-0860.

AVAILABILITY OF INITIAL STATEMENT OF REASONS AND TEXT OF PROPOSED REGULATIONS

The Regulations 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 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 that 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 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 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/re/lr/rr/ .

REASONABLE ACCOMMODATION FOR ANY INDIVIDUAL WITH A DISABILITY

Pursuant to the *Rehabilitation Act of 1973,* the *Americans with Disabilities Act of 1990,* and the *Unruh Civil Rights Act,* any individual with a disability who requires reasonable accommodation to attend or participate in a public hearing on proposed regulations, may request assistance by contacting Deborah Herrmann, Charter Schools Division, 1430 N Street, Sacramento, CA, 95814; telephone, (916) 322-6029; fax, (916) 322-1465. It is recommended that assistance be requested at least two weeks prior to the hearing.

Title 5. EDUCATION

Division 1. California Department of Education

Subchapter 13. Independent Study

Article 3. Provisions Unique to Charter Schools

§11704. Pupil - Teacher Ratio.

In a charter school, for the purposes of Education Code section 51745.6, the ratio of average daily attendance for independent study pupils 18 years of age or less to full-time equivalent (FTE) certificated employees responsible for independent study shall not exceed a pupil-teacher ratio of 25:1 or the equivalent ratio of pupils to full-time equivalent certificated employees for all other educational programs operated by the largest unified school district, as measured by average daily attendance, as reported at the second principal apportionment in the prior year, in the county or counties in which the charter school operates. Units of average daily attendance for independent study that are ineligible for apportionment as provided in subdivision (b) of Education Code section 51745.6 shall also be ineligible for funding pursuant to Chapter 6 (commencing with section 47630) of Part 26.8 of the Education Code. For purposes of this section, a "full-time certificated employee" means an employee who is required to work a minimum six-hour day and 175 days per fiscal year. Part-time positions shall generate a partial FTE on a proportional basis.

NOTE: Authority cited: Sections 33031 and 47612.5(b), Education Code. Reference: Sections 47612.5(b) and 51745.6, Education Code.

Subchapter 19. Charter Schools

Article 1.5. Classroom- and Nonclassroom-Based Instruction in Charter Schools

§11963.2. Average Daily Attendance for Nonclassroom-Based Instruction in Charter Schools.

A charter school may receive funding for nonclassroom-based instruction only if a determination of funding is made pursuant to Education Code section 47634.2. A determination of funding is a specific percentage approved by the State Board of

Education for each affected charter school by which the charter school's reported nonclassroom-based average daily attendance must be adjusted by the Superintendent of Public Instruction prior to the apportioning of funds based upon that average daily attendance. A determination of funding shall only be approved by the State Board for a charter school if the charter school has submitted a request.

~~(1) For 2001-02, a determination of funding request approved by the State Board of Education shall be 95 percent and not more than 100 percent.~~

~~(2) For the 2002-03 fiscal year, a determination of funding request approved by the State Board of Education shall be 80 percent, unless a greater or lesser percentage is determined appropriate by the State Board of Education in accordance with the provisions of Section 11963.4. In no case shall an approved determination of funding exceed 100 percent.~~

~~(3) For the 2003-04 fiscal year and each fiscal year thereafter, a~~ A determination of funding request approved by the State Board of Education shall be 70 percent, unless a greater or lesser percentage is determined appropriate by the State Board of Education in accordance with ~~S~~section 11963.4. In no case shall an approved determination of funding exceed 100 percent.

~~(4) Beginning with the 2002-03 fiscal year, an approved determination of funding shall be for at least one fiscal year, but shall be for not more than five fiscal years. A determination of funding shall be subject to review each time a material change is made in the school's charter with respect to non-classroom based instruction, each time the school's charter is renewed, and/or in accordance with any conditions the State Board of Education may impose by regulation at the time of the determination of funding request's approval. A material change in the school's charter with respect to nonclassroom-based instruction is any significant change that affects the level of resources devoted to nonclassroom-based instruction, the courses to be offered through nonclassroom-based instruction, and/or the delivery of educational services to pupils receiving nonclassroom-based instruction. The charter school shall notify the California Department of Education no later than thirty (30) days after the material change is made~~.

NOTE: Authority cited: Sections 33031 and 47634.2, Education Code. Reference:

Sections 47634.2 and 51745.6, Education Code.

§11963.3. Determination of Funding Request Forms and Calculations.

(a) For purposes of submitting a determination of funding request, the California Department of Education shall issue a form or set of forms to collect the information specified in this subdivision. Unless otherwise indicated, charter schools submitting a determination of funding request shall complete the form or forms in accordance with the definitions used in ~~Part II of~~ the ~~2001~~ current edition of the California School Accounting Manual (which can be obtained from the California Department of Education web site at: ~~http://www.cde.ca.gov/fiscal/sacs/csam~~ http://www.cde.ca.gov/fg/ac/sa). The form or forms shall be developed by the California Department of Education in consultation with the Advisory Commission on Charter Schools. The form or forms shall include all of the following and, to the extent the form or forms include more than the following, the form or forms shall require the approval of the State Board of Education and comply with applicable provisions of the Administrative Procedures Act.

(1) The name, charter number, authorizing entity, address, contact name and title, telephone number, fax number, and email address, if any, for the charter school~~, and a contact person~~.

(2) The percentage requested by the school as its determination of funding.

(3) ~~For the 2002-03 fiscal year and each fiscal year thereafter, t~~The number of fiscal years for which the determination of funding is requested, which shall not exceed five years.

(4) The date the charter was initially granted and the date the charter or charter renewal will expire ~~effective term of the charter~~.

(5) For charter schools that operated in the prior fiscal year, all of the following:

(A) The school's total resources, including all federal revenue, with federal Public Charter School Grant Program start-up, implementation, and dissemination grants separately identified; all state revenue; all local revenue with in-lieu property taxes separately identified; other financing sources; and the ending balance from the prior fiscal year.

(B) The school's total expenditures for instruction and related services, by object of expenditure, which shall include all of the following:

1. Activities dealing with the interaction between teaching staff and students, without regard to the instructional location or medium.

2. Services that provide administrative, technical, and logistical support to facilitate and enhance instruction.

3. Services in direct support of students.

4. School-sponsored extra-curricular or co-curricular activities designed to provide motivation and enjoyment and improvement of skills.

5. Instructional materials, supplies, and equipment.

(C) The school's total expenditures for schoolsite and administrative site operations and facilities, by object of expenditure, which shall include all of the following:

1. Activities concerned with securing and keeping open and working the physical plants, grounds, and equipment necessary for the operation of the school.

2. Facility rents, leases, and utilities.

3. Facilities acquisition and construction.

(D) The school's total expenditures for administration and all other activities, by object of expenditure, which shall include all of the following:

1. Activities concerned with establishing and administering policy for operating the entire charter school, such as the governing board, director, and administrative staff.

2. Other general administration activities, such as payroll and accounting services, auditing and legal services, property and liability insurance, personnel, charter-wide telephone service, and data processing services.

3. Supervisorial oversight fees charged by the chartering authority.

4. Other expenditures not reported elsewhere, such as those for community services and enterprise activities and cumulative administrative overhead from related party transactions.

(E) Other outgo and other uses, including debt service payments and transfers.

(F) The excess (or deficiency) of revenues over expenditures calculated by subtracting the total of subparagraphs (B), (C), (D), and (E), from the total resources reported pursuant to subparagraph (A), and a list of the amount of reserves for:

facilities acquisition or construction, economic uncertainties, the amount required by the charter-authorizing entity, or other reserves. Reserves in excess of the greater of fifty-thousand dollars or five percent of total expenditures may be allowed for economic uncertainties or long-term expenditures such as capital projects if the excess reserves are satisfactorily explained pursuant to section 11963.4(b).

(6) For charter schools that did not operate in the prior fiscal year, the revenue and expenditure information required in paragraph (5) shall be provided using reasonable estimates of current-year annualized revenues and expenditures.

(b) In addition to the form or forms prescribed pursuant to subdivision (a), a complete determination of funding request shall also include the following information. Only a determination of funding request that is complete may be acted upon by the State Board of Education.

(1) A certification signed by the charter school's director, principal, or governing board chairperson of the following:

(A) That the information provided is true and correct to the best of the ability and knowledge of the individual authorized to do so by the charter school's governing board.

(B) That the charter school's nonclassroom-based instruction is conducted for and substantially dedicated to the instructional benefit of the school's students.

(C) That the governing board of the charter school has adopted and implements conflict of interest policies.

(D) That all of the charter school's transactions, contracts, and agreements are in the best interest of the school and reflect a reasonable market rate for all goods, services, and considerations rendered for or supplied to the school.

(2) The charter school's pupil-teacher ratio as calculated pursuant to ~~Education Code section 51745.6; and the pupil-teacher ratio of the largest unified school district in the county or counties in which the charter school operates, as required by~~ Title 5, Subchapter 13, ~~S~~section 11704 of the California Code of Regulations.

(3) A listing of entities that received in the previous fiscal year (or will receive in the current fiscal year) $50,000 or more or 10 percent or more of the charter school's total expenditures identified pursuant to subparagraphs (B), (C), (D), and (E) of paragraph

(5) of subdivision (a), the amount received by each entity; whether each of the contract payments is based on specific services rendered or upon an amount per unit of average daily attendance or some other percentage; and an identification of which entities, if any, have contract payments based on a per unit average daily attendance amount or some other percentage.

(4) An identification of the members comprising the charter school's governing board (i.e., parent, teacher, etc.) and a description of how those members were selected; whether the governing board has adopted and implemented conflict of interest policies and procedures; and whether any of the governing board members are affiliated in any way with any of the entities reported pursuant to paragraph (3) and if so, how.

(5) An explanation of all transfers reported pursuant to subparagraph (E) of paragraph (5) of subdivision (a).

(6) A list and the amount of each of the other reserves reported pursuant to subparagraph (F) of paragraph (5) of subdivision (a).

(7) ~~The total square footage of the facilities of the charter school; the square footage that is used for instruction and related services (as defined in subparagraph (B) of paragraph (5) of subdivision (a)); and the percentage of the school's nonclassroom-based pupils that use the instruction and related space and how frequently.~~ To the extent that a charter school desires to have facility costs considered as an instructional cost, the total annual facility-related and operational cost, total facility square footage occupied by the charter school, total classroom-based averaged daily attendance (if applicable) as reported at the prior-year second principal apportionment, and the total student hours attended by nonclassroom-based pupils at the school site shall be provided.

(8) The number of full-time equivalent employees who possess a valid teaching certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold issued by the Commission on Teacher Credentialing and who work in the charter school in a position required to provide direct instruction or direct instructional support to students. For purposes of these regulations, “direct instructional support” includes, but is not limited to, activities that are directly related to

student instruction that are performed by qualified certificated persons such as curriculum coordinators, individualized education plan coordinators, librarians, counselors, psychologists, and nurses.

(c) The California Department of Education shall perform the following using the resource and expenditure data provided pursuant to subdivision (a).

(1) A calculation showing the charter school's total expenditures for salaries and benefits for all employees who possess a valid teaching certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold issued by the Commission on Teacher Credentialing (and who work in the charter school in a position required to provide direct instruction or direct instructional support to students) as a percentage of the school's total public revenues. For the purposes of this subdivision:

(A) “Employees” shall include special education ~~instructors~~ teachers who possess a valid teaching certificate, permit, or other document equivalent to that which special education teachers in non-charter public schools would be required to hold issued by the Commission on Teacher Credentialing, and who provide direct instruction or direct instructional support to pupils of the charter school pursuant to a contract with a public or private entity.

(B) “Employees” shall include individuals who possess a valid certificate, permit, or other document equivalent to that which the individuals would be required to possess in a non-charter public school, issued by the Commission on Teacher Credentialing, and who are employed by a local education agency (LEA), provided all of the following conditions are met: the LEA is the employer of all the charter school's staff; the governing board of the LEA is the governing authority for the charter school (i.e., the charter school is not a corporate entity separate from the LEA); and the LEA's employees are assigned exclusively to work at the charter school providing direct instruction or direct instructional support to students or, to the extent that the LEA's employees are assigned to work at the charter school on a part-time basis, the charter school pays for the services rendered by the employee providing direct instruction or direct instructional support to students on a documented, fee-for-service basis and not, for example, on the basis of a fixed annual amount, fixed percentage of average daily

attendance revenue, or other basis that is not related to documented services actually rendered to the charter school. Under no circumstances shall certificated employees of an LEA be considered employees of a charter school for purposes of this subparagraph unless the charter school pays for the services rendered by the LEA's employees on a documented, fee-for-service basis.

(C) For purposes of this section, “employee” also means qualified persons that provide direct instruction or direct instructional support, that are hired directly by the charter school through an employment services contract based on a documented, fee-for-service basis.

(D)~~(C)~~ The school's total public revenue is based on the amounts reported pursuant to subparagraph (A) of paragraph (5) of subdivision (a) and equals the sum of: all federal revenue, less any Public Charter School Grant Program start-up, implementation, and dissemination grant funds; state revenue; and local revenue from in-lieu property taxes.

(2) A calculation showing the charter school's total expenditures on instruction and related services as a percentage of the school's total revenues. For the purposes of this subdivision, the school's total revenues do~~es~~ not include the ending balance from the prior fiscal year.

NOTE: Authority cited: Sections 33031 and 47634.2, Education Code. Reference: Sections 47634.2 and 51745.6, Education Code.

§ 11963.4. Evaluation of Determination of Funding Requests Regarding Nonclassroom-Based Instruction.

(a) When a complete determination of funding request is received from a charter school, it shall be reviewed by the California Department of Education and presented to the Advisory Commission on Charter Schools, along with credible information pertaining to the request obtained from any other source. The Advisory Commission shall develop a recommendation pursuant to this section to the State Board of Education regarding the request, and that recommendation shall be presented to the State Board of Education by the California Department of Education. The following criteria shall guide the process of reviewing and developing a recommendation on the

request. The California Department of Education shall report any difference of opinion between the California Department of Education and the Advisory Commission as to the recommendation presented to the State Board of Education.

~~(a) For the 2002-03 fiscal year:~~

~~(1) If the percentage calculated pursuant to paragraph (1) of subdivision (c) of Section 11963.3 equals at least 35 percent but less than 50 percent, and the percentage calculated pursuant to paragraph (2) of subdivision (c) of Section 11963.3 equals or exceeds 55 percent, the Advisory Commission on Charter Schools shall recommend to the State Board of Education approval of the request at 80 percent, unless there is a reasonable basis to recommend otherwise. If the recommended percentage is lower than the requested percentage, the recommendation to the State Board shall include the reasons justifying the reduction, and, if appropriate, describe how any deficiencies or problems may be addressed by the charter school.~~

~~(2) If the percentage calculated pursuant to paragraph (1) of subdivision (c) of Section 11963.3 equals or exceeds 50 percent, the Advisory Commission on Charter Schools shall recommend to the State Board of Education approval of the request at 100 percent (i.e., full funding), unless there is a reasonable basis to recommend otherwise. The recommendation to the State Board shall include the reasons justifying a percentage that is greater than 80 percent and, if the recommended percentage is lower than the requested percentage, the reasons justifying the reduction and, if appropriate, describe how any deficiencies or problems may be addressed by the charter school.~~

~~(3) If the percentage calculated pursuant to paragraph (1) of subdivision (c) of Section 11963.3 is less than 35 percent, or the percentage calculated pursuant to paragraph (2) of subdivision (c) of Section 11963.3 is less than 55 percent, the charter school's nonclassroom-based instruction is not substantially dedicated to the instructional benefit of the students, and the Advisory Commission on Charter Schools shall recommend to the State Board of Education approval of the request at 70 percent, unless there is a reasonable basis to recommend otherwise. The recommendation to the State Board shall include the reasons justifying a percentage that is lower than 80 percent and, if the recommended percentage is lower than the requested percentage,~~

~~the reasons for the reduction and, if appropriate, describe how any deficiencies or problems may be addressed by the charter school.~~

~~(b) For the 2003-04 fiscal year and each fiscal year thereafter:~~

(1) If the percentage calculated pursuant to paragraph (1) of subdivision (c) of ~~S~~section 11963.3 equals at least ~~40~~ 35 percent but less than ~~50~~ 40 percent, and the percentage calculated pursuant to paragraph (2) of subdivision (c) of ~~S~~section 11963.3 equals at least 60 percent but less than 70 percent, the Advisory Commission on Charter Schools shall recommend to the State Board of Education approval of the request at 70 percent, unless there is a reasonable basis to recommend otherwise. If the recommended percentage is lower than the requested percentage, the recommendation to the State Board shall include the reasons justifying the reduction and, if appropriate, describe how any deficiencies or problems may be addressed by the charter school.

(2) If the percentage calculated pursuant to paragraph (1) of subdivision (c) of ~~S~~section 11963.3 equals or exceeds ~~50~~ 40 percent, and the percentage calculated pursuant to paragraph (2) of subdivision (c) of ~~S~~section 11963.3 equals at least 70 percent but less than 80 percent, the Advisory Commission on Charter Schools shall recommend to the State Board of Education approval of the request at 85 percent, unless there is a reasonable basis to recommend otherwise. The recommendation to the State Board shall include the reasons justifying a percentage that is greater than 70 percent and, if the recommended percentage is lower than the requested percentage, the reasons justifying the reduction and, if appropriate, describe how any deficiencies or problems may be addressed by the charter school.

(3) If the percentage calculated pursuant to paragraph (1) of subdivision (c) of ~~S~~section 11963.3 equals or exceeds ~~50~~ 40 percent, the percentage calculated pursuant to paragraph (2) of subdivision (c) of Section 11963.3 equals or exceeds 80 percent, and the ratio of average daily attendance for independent study pupils to full-time certificated employees responsible for independent study does not exceed a pupil-teacher ratio of 25:1 or the equivalent ratio of pupils to full-time certificated employees for all other educational programs operated by the largest unified school district, as measured by average daily attendance, in the county or counties in which the charter

school operates, ~~and the charter school's pupil-teacher ratio is equal to or less than the pupil-teacher ratio of the largest unified school district in the county or counties in which the charter school operates as reported pursuant to paragraph (2) of subdivision (b) of Section 11963.3~~, the Advisory Commission on Charter Schools shall recommend to the State Board of Education approval of the request at 100 percent (i.e. full funding), unless there is a reasonable basis to recommend otherwise. ~~The recommendation to the State Board shall include the reasons justifying a percentage that is greater than 70 percent and, i~~If the recommended percentage is lower than the requested percentage, the recommendation to the State Board shall include the reasons justifying the reduction and, if appropriate, describe how any deficiencies or problems may be addressed by the charter school.

(4) If the percentage calculated pursuant to paragraph (1) of subdivision (c) of ~~S~~section 11963.3 is less than ~~40~~ 35 percent, or the percentage calculated pursuant to paragraph (2) of subdivision (c) of ~~S~~section 11963.3 is less than 60 percent, then the charter school's nonclassroom-based instruction is not substantially dedicated to the instructional benefit of the students, and the Advisory Commission on Charter Schools shall recommend that the State Board of Education deny the request, unless there is a reasonable basis to recommend otherwise. The recommendation to the State Board shall include the reasons justifying the denial and, if appropriate, describe how any deficiencies or problems may be addressed by the charter school. Denial of a determination of funding request by the State Board of Education shall result in no funding being apportioned for average daily attendance identified by the charter school as being generated through nonclassroom-based instruction pursuant to Education Code section 47634.2(c).

(5) Any request for a funding determination received prior to the effective date of these regulations will be reviewed pursuant to the criteria in effect at the time of submittal.

~~(c)~~(b) The Advisory Commission on Charter Schools and/or the California Department of Education may ask the charter school to provide additional information in order to make possible a more detailed review or to develop a reasonable basis for a recommendation other than those prescribed in subdivision~~s~~ (a) ~~and (b)~~. With the

consent of the Superintendent of Public Instruction, the request for additional information shall be considered a reasonable inquiry to which the charter school must respond pursuant to Education Code section 47604.3.

(c) Any multi-year funding determination approved by the State Board of Education may be modified by the State Board of Education, in terms of both the multi-year approval and the percentage of funding authorized, if any information that may change the conclusion to approve the original multi-year funding determination is found.

(d) Prior to a recommendation by the Advisory Commission on Charter Schools (that a determination of funding request be denied or approved at a percentage lower than that requested) being forwarded to the State Board of Education, the affected charter school shall be given thirty (30) calendar days in which to amend its determination of funding request and/or to provide additional information in support of the request. Based upon consideration of the amended request or any additional information that may be provided, the Advisory Commission may modify its recommendation to the State Board.

(e) A reasonable basis for the Advisory Commission on Charter Schools to make a recommendation other than one that results from the criteria specified in subdivision~~s~~ (a) ~~and (b)~~ may include, but not be limited to, the following: the information provided by the charter school pursuant to paragraphs (2) through (8), inclusive, of subdivision (b) of ~~S~~section 11963.3, documented data regarding individual circumstances of the charter school (e.g., one-time or unique or exceptional expenses for facilities, acquisition of a school bus, acquisition and installation of computer hardware not related to the instructional program, special education charges levied on the charter school by a local educational agency, restricted state, federal, or private grants of funds awarded to the charter school that cannot be expended for ~~instructor~~ teacher salaries, or contracted instructional services other than those for special education), the size of the charter school, and how many years the charter school has been in operation. The Advisory Commission on Charter Schools shall give charter schools with less than a total of one hundred (100) units of prior year second period average daily attendance or that are in their first year of operation serious consideration of full funding. ~~For the purposes of paragraph (3) of subdivision (b), the information provided by the charter~~

~~school pursuant to paragraph (2) of subdivision (b) of Section 11963.3 shall not be a reasonable basis for the Advisory Commission on Charter Schools to make a recommendation other than one that results from the criteria specified in paragraph (3) of subdivision (b) of Section 11963.3.~~

NOTE: Authority cited: Sections 33031 and 47634.2, Education Code. Reference: Sections 47604.3 and 47634.2, Education Code.

§ 11963.5. Determination of Funding Requests For Nonclassroom-Based Virtual or On-Line Charter Schools.

A virtual or on-line charter school is one in which at least 80 percent of teaching and student interaction occurs via the Internet.

(a) A virtual or on-line nonclassroom-based charter school may receive approval of a funding determination with no maximum pupil-teacher ratio if the charter school has and maintains an 8 or above API in either its statewide or similar schools ranking but has no less than a 6 in the other ranking.

(b) In order to be funded pursuant to (a) above, a virtual or on-line charter school, must demonstrate that:

(1) The school has met its overall and subgroup Academic Performance Index (API) growth targets.

(2) Instructional expenditures are at least 85 percent of the overall school budget. A substantial portion of these expenditures (at least 25 percent of the charter school's general purpose entitlement and categorical block grant as defined in *Education Code* section 47632), are spent on technology that directly benefits students and teachers and results in improved student achievement.

(3) Computer-based instruction and assessment is provided to each student and includes the use of an on-line instructional management program, which at a minimum includes standards-based guided lessons, lesson plans, initial testing of students, periodic assessment of student achievement, and the use of other measurements of student progress over a period of time.

(4) Teachers are provided with technology tools and print media, which at a minimum must include: standards-aligned instructional materials, computer, printer,

monitor, Internet service, telephone, staff development that provides for the monitoring of student progress, and a means of electronic communication for frequent student contact.

(5) All students are provided an individualized learning plan that is based on initial testing of the students and that is monitored, either remotely or in person, by the teacher to evaluate student progress.

(6) All students are provided access to a computer, Internet service, printer, monitor, and standards-aligned materials based on State Board adopted academic content standards for each grade level and for each subject studied.

(7) All students eligible for special education supports and services receive those supports and services in accordance with their individualized education program.

(8) Charter school admission practices will not favor high performing students or recruit a student population that is of a higher socioeconomic group or lower racial or ethnic representation than the general population of the county or counties served. Admission practices not reflective of the county or counties served shall be cause for denial by the State Board of Education of adjustments to certificated expenditures and pupil-to-teacher ratio requirements otherwise applicable to nonclassroom-based virtual or online charter schools.

NOTE: Authority cited: Sections 33031 and 47634.2, Education Code. Reference: Sections 47604.3, 47612.5, 47632, 47634.2, 51747.3, and 60640-60643, Education Code.

§ ~~11963.5~~ 11963.6. Submission and Action on Determination of Funding Requests Regarding Nonclassroom-Based Instruction.

An approved determination of funding shall be for at least one fiscal year, but not more than five fiscal years.

(a) However, an approved determination of funding for a new charter school in its first year of operation shall be submitted by December 1 and shall be for two fiscal years. Within 90 days after the end of its first fiscal year of operation, a charter school shall submit unaudited actual expense reports and a funding determination form based on the school's actual second-year budget. If the Advisory Commission on Charter

Schools determines that the actual expenditures of the charter school or the second year funding determination form do not support the funding determination for the second year, the Advisory Commission on Charter Schools shall recommend that the State Board of Education revise the funding determination.

(b) For the 2005-06 fiscal year only, a determination of funding request approved by the State Board of Education for any nonclassroom-based charter school that is not in its first year of operation shall be for the 2005-06 fiscal year and additionally a minimum of one year but a maximum of four years prospectively (for a total funding determination of not more than five years).

(c) Any determination of funding request approved by the State Board of Education for an existing nonclassroom-based charter school from the 2006-07 fiscal year forward shall be prospective (not for the current year), in increments of a minimum of two years and a maximum of five years in length. Beginning with the 2007-08 fiscal year, nonclassroom-based charter schools that had a funding determination in the prior year must submit a funding determination request for the 2007-08 fiscal year by February 1.

(d) A determination of funding shall be subject to review each time a material change is made in the school's charter with respect to nonclassroom-based instruction, and may be subject to review each time the school's charter is renewed, and/or in accordance with any conditions the State Board of Education may impose at the time of the determination of funding requests approval. A material change in the school's charter with respect to nonclassroom-based instruction is any significant change that affects the level of resources devoted to nonclassroom-based instruction, the courses to be offered through nonclassroom-based instruction, and/or the delivery of educational services to pupils receiving nonclassroom-based instruction. The charter school shall notify the California Department of Education no later than thirty (30) days after the material change is made.

(e) A charter school may submit a request for funding determination up to one year prior to the fiscal year in which the request will initially be effective. The State Board may grant the request for up to five years following the effective date of the request.

(f)~~(a)~~ Not more than ~~90~~ 120 days following the receipt of a complete determination of funding request, the California Department of Education shall present the request

and the recommendation of the Advisory Commission on Charter Schools to the State Board of Education in accordance with subdivision (a) of ~~S~~section 11963.4. ~~For the 2002-03 fiscal year and thereafter, a determination of funding request that will take effect within the fiscal year in which it is submitted must be submitted by a charter school not later than February 1. The State Board of Education may grant an exception to this limitation for good cause.~~

(g)~~(b~~) If, during the effective period of a determination of funding, a charter school wishes to seek a higher or lower determination of funding, it shall do so by the filing of a new determination of funding request. During the effective period of a charter school's determination of funding, no more than one additional determination of funding request (which would replace the determination of funding then in effect) may be submitted by the charter school in the same fiscal year.

NOTE: Authority cited: Sections 33031 and 47634.2, Education Code. Reference: Sections 47604.3, ~~and~~ 47634.2, and 51745.6, Education Code.

§~~11963.6~~ 11963.7. Termination of a Determination of Funding Regarding Nonclassroom-Based Instruction.

Any multi-year funding determination approved by the State Board of Education may be modified by the State Board of Education, in terms of both the multi-year approval and the funding authorized.

The State Board of Education may terminate a determination of funding if updated or additional information requested by the California Department of Education and/or the Advisory Commission on Charter Schools is not made available by a charter school within thirty (30) calendar days or if credible information from any source supports termination. If the latter is the case, the charter school~~s~~ shall be given thirty (30) calendar days prior to the termination of funding to provide additional information to support the school's determination of funding.

NOTE: Authority cited: Sections 33031 and 47634.2, Education Code. Reference: Section 47634.2, Education Code.

04-26-05

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: April 18, 2005

TO: MEMBERS, STATE BOARD OF EDUCATION

FROM: Dr. William J. Ellerbee, Jr., Deputy Superintendent
School and District Operations

RE: Item No. 30

SUBJECT: Senate Bill (SB) 740 Nonclassroom-based Instruction in Charter Schools and Nonclassroom-based Virtual or On-line Charter Schools: Request State Board of Education (SBE) to Approve Commencement of Rulemaking Process

The Economic and Fiscal Impact Statement, which must accompany the regulatory documentation before the State Board of Education may approve commencement of the rulemaking process, was not available for inclusion in the original item. It is attached to this memorandum.

Attachment 1: Economic and Fiscal Impact Statement (4 Pages) (This attachment is not available for Web viewing. A printed copy is available for viewing in the State Board of Education office.)

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

SUBJECT	
Governor Schwarzenegger's Initiative to Turn Around Failing Schools	☐ **Action** ☒ **Information** ☐ **Public Hearing**

RECOMMENDATION

No action requested. This is an information item only.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

There are three statewide school improvement programs currently operating in California that target underperforming schools, the Immediate Intervention/ Underperforming Schools Program (II/USP), the High Priority Low Performing Schools program (HP), and the federally funded Program Improvement (PI) program. Each of the programs has specific criteria for identifying underperforming schools and distinct stages for improving student performance.

Unlike the II/USP and HP programs, schools identified through the PI process are not under the direct authority of either the SBE or the CDE; their local district or, in the case of charter schools, their authorizing entity is responsible for ensuring the school implements appropriate actions to ensure improved student outcomes.

For the II/USP and HP, the State Board of Education (SBE) and the Superintendent of Public Instruction (SPI) work closely together. The SPI administers the programs and implements policy established by the SBE. Specifically, the SBE:

- Participates with the SPI in identifying schools eligible for each program (*Education Code (EC) Section 52053(h) and (j)*, and *Education Code Section 52055.6(b)*);
- Approves the minimum qualifications for external evaluators (*EC Section 52053.5(a) and (b)*);
- Approves applications and action plans submitted by eligible schools (*EC Section 52054(j)* and *EC Section 52055.610(b)(2)(A)*);
- Defines significant growth *(EC Section 52055(a) and (b)(1)* and *EC Section 52055.650(b)*);
- Consults with the SPI to determines the choice of action for newly identified state-monitored schools *(EC Section 52055.5(b)* and *EC Section 52055.650(e))*;

- Consults with the SPI to determine whether governing boards of state-monitored schools should retain all legal rights, duties, and powers with respect to state-monitored schools *(EC Section 52055.5(b)(2)(A)*and *EC Section (52055.650(e))*; and
- Consults with the SPI to approve any other actions necessary or desirable regarding the school district or the school district governing board of a state-monitored school (*EC Section 52055.5(f)* and *EC Section 52055.650(f)*).

With regard to charter schools, the SBE has various responsibilities, including:

- Assignment of numbers to charter petitions (*EC Section 47602*);
- Acting as the chartering agency (*EC Section 47605 (j))*;
- Revoking charters (*EC Section 47604.5*); and,
- Establishing criteria and regulations regarding charter schools (*EC Section 47605 et. seq.*).

The SBE has taken numerous actions with regard to charter schools at previous SBE meetings.

SUMMARY OF KEY ISSUES

The Governor's Initiative to Turn Around Failing Schools is a unique undertaking by Governor Arnold Schwarzenegger to transform failing schools into new, high quality schools that will improve student achievement and provide students with academic rigor. The Bill and Melinda Gates Foundation, The Walton Family Foundation and the Broad Foundation are partners in the initiative, providing resources to the Administration for the purpose of supporting the current planning phase. Failing schools will be defined as those that have not satisfied the student achievement indicators under the Immediate Intervention/Underperforming Schools Program (II/USP), High Priority Schools Program (HP) and federal Program Improvement (PI) program.

The Governor's Initiative supports the State Board of Education (SBE) and the Superintendent of Public Instruction (SPI) in using existing authority to take action in state monitored schools that have received additional financial resources under the II/USP or HP programs but failed to improve student achievement as expected. This initiative calls for the SPI to assume all legal rights, duties and powers of the governing board with respect to these schools [EC 52055.55(b)(2); 520055.650(e)(2)]. This will allow the SPI and SBE to provide these chronically struggling schools with a fresh start, which among other things, will include their transformation into charter schools and/or assignment of new management or a trustee [EC 52055.5(b)(3); 52055.650(f)], referred to as "school recovery teams."

Charter Schools

Current law allows parents with children in schools that have failed to meet student achievement targets under II/USP and HP to apply directly to the State Board of Education for the establishment of a charter school at the existing school site [EC 52055.5(b)(3); 52055.650(e)(2)(B)]. The Governor's Initiative calls for the SBE to establish the criteria and request for application process at its July 2005 meeting to facilitate for parents to exercise this option.

Governor Schwarzenegger supports charter schools and believes they can significantly improve student achievement in environments where many traditional schools have fallen short. The Governor also believes that as charter schools expand, we must ensure that the system of fiscal accountability for charter schools and their authorizers is strong. That's why the Governor has sponsored SB 430 (Runner), new legislation that would extend county superintendents' existing fiscal oversight responsibilities for each school district in his or her county to charter schools. SB 430 would permit a county superintendent of schools to request the County Office Fiscal Crisis and Management Assistance Team to review the fiscal or administrative condition of a school district or charter school under his or her jurisdiction. The bill would, in addition, permit a charter school to request specified assistance from the County Office Fiscal Crisis and Management Assistance Team.

School Recovery Teams

Current law provides that the Superintendent of Public Instruction in consultation with the State Board of Education shall, if this option is selected, require a state monitored school to contract, using available federal funds, with an outside entity to assign a management team or trustee [EC 52055.55(b)(2); 52055.650(f)]. A trustee may stay or rescind those actions of the governing board of the school district or school site principal that, in the judgment of the trustee, may detrimentally affect the conditions of the state monitored school [EC 52055.5(b)(2)(H)]. A management team operates under the supervision of the SPI and can be a college, university, county office of education, or other appropriate educational institution, excluding for-profit organizations [EC 52055.5(b)(2)(C)].

The Governor's Initiative brands these two types of interventions—assigned management and the trustee—as "school recovery teams." School recovery teams will continue the work that the state has begun through the School Assistance and Intervention Team (SAIT) process, but will have greater authority to create the conditions that lead to improved student outcomes in a troubled school. Existing law requires that a trustee and an assigned management team have the same qualifications as a SAIT [EC 52055.5(b)(2)(C); 52055.5(b)(2)(H)]. Under the Governor's Initiative, school recovery teams would have the authority to draw from existing state sanctions available to the SPI to use as tools to enable them to improve student achievement including: 1) revising attendance options; 2) reassigning certificated employees of the school; 3) renegotiating a new collective bargaining agreement at the expiration of the existing collective bargaining agreement; 4) reorganizing the school; and 5) closing the school.

Consistent with current law, this Initiative calls for the school recovery team to serve as the Superintendent's designee to conduct a process that would determine if the principal of the state monitored school should be reassigned [EC 52055.5(b)(2)(B); 52055.5(g)].

Under this Initiative, the July 2005 meeting of SBE would include an action item in which the SBE would decide on the selection criteria and the request for application process for school recovery team providers. By fall 2005, the SBE will receive student achievement data from state monitored schools that have been assigned a SAIT. At that time, the SBE will identify state monitored schools that despite the SAIT intervention continue to experience stagnant or declining student achievement. The

SPI in consultation with the SBE would then assign SBE approved trustees or management to state monitored schools where student achievement has declined or remained nearly static despite the SAIT intervention.

It is the intent of the Governor's Initiative that assigning school recovery teams is an alternative for the SPI and SBE for future schools that are deemed state monitored as an immediate remedy where appropriate.

Target Schools
The Governor's Initiative focuses on state monitored schools. These schools participated in the state's II/USP and HP programs, volunteering to improve student achievement in exchange for additional resources. Twenty-four months after receiving funding under the II/USP program, a school that has not met its growth targets each year and has failed to show significant growth, as determined by the SBE, is deemed state monitored [EC 55205.5(b)]. A school participating in the HP program becomes subject to state interventions after thirty-six months if it does not meet its growth targets [EC 52055.650(e)].

Capacity Building
The Governor's Initiative will seek partnerships with leading foundations in education reform to create a *New School Incubator* to fully prepare the first cohort of charter school operators and school recovery teams to open revamped schools in fall 2006. The *New School Incubator* is a "launching" organization that will provide focus and vision for a well-coordinated effort to give school leaders structured planning time and support services as they invent new school settings under the Governor's Initiative. The *New School Incubator* will partner with foundations to increase the capacity of leading providers already in the field of school improvement to provide services in the following areas:

Key service areas for new charter schools:
1) Residential Leadership Program (for school Directors & Principals)
2) Leadership Program Follow-up
3) All-Staff Training (in regional cohorts)
4) On-site Mentoring
5) On-site Consulting & Systems Deployment
6) Teacher recruitment, selection and training
7) Principal recruitment and selection
8) Partnership development
9) Marketing and communications
10) Grants

Key service areas for school recovery teams:
1) School leadership recruitment, selection and training
2) Partnership development
3) Marketing and communications

The Governor's Initiative anticipates that the *New School Incubator* will build the state's capacity to respond, at the school site level, to the growing number of California schools that face state or federal sanctions that require state intervention.

Oversight
This Initiative requires the state to enter into new territory—managing school sites. Although the state has some experience in this area with schools for the blind and

SBE-approved charter schools, managing schools is typically the province of school districts and county offices of education. The Governor's Initiative intends for the SBE to have options in this area.

For charter schools, the SBE may 1) enter into an agreement with a third party, at the expense of the charter school, to oversee, monitor and report on the operations of the charter school or 2) rely on the California Department of Education Charter Schools Division which would, at the expense of the charter school, oversee, monitor and report on the operations of the charter school.

Consistent with the management of the SAIT process, the School Improvement Division of the California Department of Education would oversee school recovery teams.

FISCAL ANALYSIS (AS APPROPRIATE)

This initiative would impact both state operations and local assistance. Estimates for both are being developed and discussed with the Department of Finance, CDE and SBE.

ATTACHMENT(S)

None

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

SUBJECT	
Request by the Livermore Valley Charter School to Amend and Approve the Term of its Charter under the Oversight of the State Board of Education.	☒ **Action** ☒ **Information** ☐ **Public Hearing**

RECOMMENDATION

California Department of Education (CDE) staff recommends that the State Board of Education (SBE) amend the initial term of the charter for the Livermore Valley Charter School to three full school years if the school opens within one year of the charter's approval by the SBE.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

SBE Authority to Grant Charters: Pursuant to *Education Code* (*EC*) Section 47605(j), as of January 1, 1999, a charter school that has been denied approval by a local chartering authority 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 and approved eleven charter petitions that have been denied at the local level.

Charter School	Date Approved
Oakland Military Institute, Alameda County*	December 2000
Ridgecrest Charter School, Kern County	December 2000
Edison Charter Academy, San Francisco County	July 2001
New West Charter Middle School, Los Angeles County	December 2001
Amino Inglewood Charter High School, Los Angeles County	December 2001
School of Arts and Enterprise, Los Angeles County	September 2002
Knowledge is Power Program (KIPP), Alameda County	February 2003
Academy of Culture and Technology, Los Angeles County**	November 2003
Leadership Public Schools – San Rafael, Marin County**	November 2003
Livermore Valley Charter School – Livermore, Alameda County**	November 2004
Leadership Public Schools – Hayward, Alameda County**	March 2005

*Subsequently renewed by the Oakland Unified School District
**Scheduled to open fall 2005

The Livermore Valley Charter School (LVCS) petition was denied by the Livermore Valley Joint Unified School District (LVJUSD) on May 19, 2004, and by the Alameda

County Office of Education on July 14, 2004. The appeal was submitted to the SBE on August 12, 2004. The SBE, at its November 10, 2004, meeting, approved the LVCS petition through the authority established in *EC* sections 47602 and 47605 for a three-year period from November 10, 2004, through November 10, 2007, and was granted charter school number 678.

SUMMARY OF KEY ISSUES

As it is currently established, the three-year term of the charter creates an immediate problem in regard to the LVCS special education contract and the potential for additional problems associated with mid-year renewal consideration. In accordance with the conditions set forth in the approved charter, LVCS obtained an agreement with the LVJUSD to operate as a public school of the district for special education purposes. That agreement is for three full operational years. If the charter expires in November 2007 (the date of SBE approval), the charter school would be unable to meet the terms of its agreement with the District.

Also, based on the current term of the charter, LVCS would have to begin the renewal process in November 2006. Given this timeframe, there would only be one year of testing data by which to measure performance of the school, thereby potentially disadvantaging them in the renewal process.

In addition, a potential mid-year expiration would prevent the LVCS from entering into any financial obligations that would extend beyond the end of the 2006-2007 school year. This further disadvantages the school for Fall 2007 enrollment and ongoing fiscal operations.

CDE recommends that the SBE take action to amend its approval of the LVCS petition to state that the charter school will open between July 1 and September 30 of the school year following SBE approval of the charter, or the charter will be terminated. The initial term of any of these charter approvals shall be for three full school years (July 1, 2005, through June 30, 2008).

Therefore, the term of the LVCS charter would be for three school years following SBE approval, and the school must be open by September 30, 2005.

As future appeals come forward, CDE will be recommending the SBE take the same action thereby making clear any school approved will have three full years of operation.

FISCAL ANALYSIS (AS APPROPRIATE)

There are currently two CDE staff assigned to oversee eleven schools as well as provide many of the business functions that would ordinarily be performed by a district (such as certifying attendance reporting, and reviewing fiscal reports, budgets and audits). These costs would be partially offset by the one percent oversight fee that may be charged by charter authorizing entities.

ATTACHMENT(S)

None

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

SUBJECT	
Request by the Island Union Elementary Charter School District to Renew its Charter as an All-Charter District.	☒ **Action** ☒ **Information** ☒ **Public Hearing**

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the Island Union Elementary Charter School District (IUECSD) request and renew the charter as an all-charter district for an additional five-year term commencing on July 1, 2005, and continuing to June 30, 2010.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Pursuant to California *Education Code (EC)* Section 47606, a school district may convert all of its schools to charter schools provided certain conditions are met and the charter petition meets the general requirements for charter schools. Further, a petition for an all-charter district can be approved only by joint action of the State Superintendent of Public Instruction (SSPI) and the SBE. At its March 1999 meeting, the SBE approved a process for reviewing and renewing district wide charter petitions. To date, the SSPI and SBE have approved eight all-charter districts: Pioneer Union Elementary School District in Kings County, Kingsburg Joint Union Elementary School District in Fresno County, Delta View Joint Union School District in Kings County, Hickman Community Charter District in Stanislaus County, Kings River-Hardwick Union Elementary School District in Kings County, Jacoby Creek Elementary School District in Humboldt County, Alvina Elementary School District in Fresno County, and Island Union School District in Kings County. The SBE has previously authorized five-year renewals for Kingsburg Joint Union Elementary School District (May 2001), Pioneer Union Elementary School District (May 2004), Kings River-Hardwick Union Elementary School District (May 2004), Delta View Joint Union Elementary School District (May 2004), Hickman Community Charter District (January 2005), and Jacoby Creek Elementary School District (March 2005).

The SBE and the SSPI jointly approved the original IUECSD petition to become an all-charter district in October 2000 for a five-year term.

SUMMARY OF KEY ISSUES

Pursuant to *EC* Section 47607, a charter granted by the SBE, may be granted one or more subsequent renewals. Each renewal shall be for a period of five years. Renewals and material revisions of charters shall be governed by the standards and criteria in *EC* sections 47605 and 47607. On March 1, 2005, the California Department of Education (CDE) received a written request from the IUECSD to renew its charter as an all-charter district. IUECSD serves approximately 250 students (kindergarten through eighth grade) at a single school site located in Kings County near the town of Lemoore.

CDE staff conducted a comprehensive site visit review of the IUECSD in February 2005. The CDE Charter Schools Division also reviewed documents submitted by the IUECSD including an updated charter, specific alternative public school attendance agreements, IUECSD board minutes, and a positive financial certification from the Kings County Office of Education. The following revisions have been incorporated into the charter to reflect changes in the law, updating of performance outcomes and improvements based upon experience gained during the first five years of operating under the charter:

Additions

Rationale and founding group

- **(Page 4)** Consistent with the SBE Model Application Format, a description of the founding group and rationale for chartering has been added to the charter.

Plan for serving students with needs

- **(Page 7)** Programs and instructional strategies for serving students who are academically low achieving, high achieving, and English learners have been added to the charter.

Use and reporting of student data

- **(Page 10)** A plan for collecting, analyzing, and reporting data for use in improving student performance has been added to the charter.

Financial planning, reporting and accountability

- **(Pages 16-17)** Consistent with the SBE Model Application Format, the District has provided descriptions for Budget, Financial Reporting, Insurance, Administrative Services, Facilities Transportation, Audits, and a Closure Protocol. (Note: As per *EC* Section 47606, only Financial Reporting, Audits, and a Closure Protocol are required for all-charter districts.)

Revisions

Expanded mission statement

- **(Page 5)** The mission statement for the charter has been revised to better reflect the philosophy, beliefs, and goals of the all-charter district. The original general statements are now well articulated and incorporate aspects of the *Character Counts* program throughout the district's programs and activities.

Education Program

- **(Pages 6-8)** The description of the education program is far more detailed than the original description. The curriculum and instructional design are described in greater detail, plans for serving various special populations have been added.

SUMMARY OF KEY ISSUES

Measurable Student Outcomes

- **(Page 9)** This section of the original charter has been significantly revised to reflect specific student outcomes and standards of achievement to more accurately determine district performance.

Employee rights, compensation, and benefits

- **(Pages12-13)** Sections of the original charter pertaining to employees of the District have been revised to reflect *No Child Left Behind* (*NCLB*) requirements and greater detail regarding qualifications, rights, compensation, and benefits.

Student discipline

- **(Page 15 and Attachment I)** The element in the original charter pertaining to student suspension and expulsion has been revised to include the *Character Counts* program model and greater detail on the process. By attachment, the complete description of policies and procedures on suspension/expulsion are now included in the charter.

Dispute Resolution

- **(Page 13)** The description of dispute resolution policies and procedures has been updated to reflect SBE provisions regarding dispute resolution relating to provisions of the charter, as required by *EC* Section 47605(b)(5)(N).

Based upon site visit findings and an analysis of the charter, renewal documents and performance data, CDE staff has determined that the District is operating in accordance with the law and the terms of its charter. Staff has also determined that the updated charter meets all requirements of the law, reflects performance-based improvements, and provides for greater accountability.

AB 1137 amended *EC* Section 47607 to establish new performance requirements that must be met by charter schools prior to renewal. Commencing on January 1, 2005, or after a charter school has been in operation for four years, whichever is later, a charter school shall meet at least one of five specified criteria prior to receiving a charter renewal. Based upon Academic Performance Index (API) data for the past three years, IUECSD meets the minimum standards required prior to charter renewal as specified in *EC* Section 47607(b) (see Attachment 2).

The one area of concern related to performance noted by staff is the decline in similar schools ranking. Charter Schools Division staff sought the opinion of staff in the Policy and Evaluation Division to gain a better understanding of why this has occurred. Policy and Evaluation staff indicates that small schools are highly vulnerable to year-to-year demographic changes that impact on the formulas used for ranking. This is especially true for the similar school ranking where even slight changes in a school's demographic profile may generate an entirely different list of "similar" schools from across the state each year.

In the case of IUECSD, the number of students tested in the API has ranged from 168 to183 since becoming chartered (actual enrollments ranged from 225 to 256). The number of students tested by subgroup shows year-to-year changes as high as 12.5 percent. Specifically, staff noted that little upward change in the API Base combined with

SUMMARY OF KEY ISSUES

changes in school mobility, average parent education level, English learners, and participants in free or reduced price lunch has been generating a list of slightly better schools and consequently lowering their similar schools ranking. Given the volatility of the formula and the fact that almost all of the factors are beyond the direct control of the school, staff is of the opinion that in the case of small schools, Similar Schools ranking should not be unduly weighted in consideration of overall performance.

Staff finds that the overall API of the District has been above average, and based on the API of other surrounding districts, is higher than the schools pupils might otherwise attend in this geographic area. The IUECSD has also consistently met all Adequate Yearly Progress (AYP) criteria since being chartered. Staff finds that the year-to-year change in the student population demographics is a reasonable explanation for the fluctuations in API performance and the decline in Similar Schools ranking given the size of the school, the number of students in various subgroups and the overall mobility rate. To improve academic performance, the revised charter incorporates additional services for students who are academically low achieving, new performance outcomes, and strategies for better use of student assessment and data.

In accordance with general provisions in the *EC* Section 47604.32, CDE staff shall conduct annual site visits, monitor the fiscal condition of IUECSD, and ensure compliance with all reporting requirements and provisions of the charter. CDE staff will also continue to monitor IUECSD academic performance including subgroup data.

The Advisory Commission on Charter Schools (ACCS) reviewed and recommended approval of the IUECSD renewal request at their March 14, 2005, meeting. In consideration of the CDE staff findings and the recommendation of the ACCS, the SSPI has approved the IUECSD renewal request as per the requirements for joint approval in *EC* Section 47606.

FISCAL ANALYSIS (AS APPROPRIATE)

The Kings County Office of Education has provided a Positive Financial Certification for IUECSD. CDE staff has confirmed that IUECSD has complied with all fiscal reporting requirements. Being a renewal, there is no additional CDE staff workload associated with approval of this request.

ATTACHMENT(S)

Attachment 1: The Island Union Elementary Charter School District charter petition (45 Pages)
Attachment 2: California Department of Education Findings (5 Pages)

Island Union Elementary School Districtwide Community Charter

Island Union Elementary Charter School District
7799 – 21st Avenue
Lemoore, CA 93245
Phone (559) 924-6424 – Fax (559) 924-0247

February 16, 2005

Mr. Aiden Ely
California State Department
Charter School Division
1430 N Street, Suite 5401
Sacramento, CA

Dear Mr. Ely:

I am requesting the Island Union Elementary Districtwide Community Charter be renewed as originally approved by the California State Board of Education in October, 2000.

The Island Union Elementary Charter District is located in a rural area of northwest Kings County. The District was founded in 1909. In 1954 the District joined with neighboring San Jose Elementary District. The District truly rests on an island located between the north and south forks of the Kings River. It is an agricultural area that includes orchards, dairies, corn, and cotton fields. Enrollment varies from year to year. However, on an average there are about 250 students attending school each year. The grade levels are kindergarten through eighth. The student population is approximately: Caucasian 65%, Hispanic 30%, African American 5%. There are many second and third generation students currently attending the school.

There was a true collaborative effort made in becoming a charter district. A strong partnership was forged among trustees, administration, employees, and parents to create the Charter and the Parent/Student Compact. We have become a school of choice in this rural area. There are no housing developments, apartments, or stores inside our traditional boundary lines. Island School offers a small school setting with nine self-contained classrooms, a challenging curriculum, and an outstanding staff. Parents have a strong sense of ownership in the school. They have a say and definitely make a difference in the school's overall environment. There is a strong boosters club and site council that make recommendations to the trustees about educational programs and facilities. Parents and teachers are certainly a part of the decision making process for the Charter.

We offer a full compliment of core curriculum subjects that are aligned to state content standards. In addition to student support services and tutoring, the creative use of staff allows us to offer extra-curricular instruction in music and art.

Island Union Elementary School Districtwide Community Charter

Since the inception of the API scoring system, IUECD has consistently scored over 700 (2001 API -745, 2002 API -727, 2003 API-745, 2004 API-745). We recognize that our similar school ranking has dropped and this is a concern. However, according to a state
Mr. Aiden Ely
February 16, 2005
Page two

department official this ranking is "very volatile". Some of the variables used in this rank are: parent education level, student mobility, and the free and reduced meal program. We have no control over these factors. Nevertheless, IUECD maintains a consistently high API score and has met the Annual Yearly Progress (AYP) requirement every year since its inception. We feel good about our education program and perform better than the majority of the schools in the surrounding area.

In closing, I would ask that you recommend that the Island Union Elementary School Districtwide Charter be renewed. The staff and parents have spent the last four years developing a well coordinated and standards aligned curriculum. Through intense collaboration, all resources are utilized to ensure every student has the opportunity to be successful academically, develop positive attitudes, and be socially responsible. To prepare students for life in the "real world", there is a strong emphasis on citizenship. Everyone in the school community embraces the "Six Pillars of Characters" as put forth in the Character Counts! Program (Respect, Responsibility, Caring, Citizenship, Trustworthiness, and Fairness). We offer a total package to our students and we do it well.

Sincerely,

Tom Bates
Superintendent

TB:ls

enclosures

Superintendent: Tom Bates
Board of Trustees: David Anderson, Manual DaFonte, Jill Naylon, Daniel Shannon, Kellee Wheatley

Island Union Elementary Charter School District

Charter Renewal Application

CDS Code: 16-63933

2005-2010

Island Union Elementary School Districtwide Community Charter

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Island Union Elementary School Districtwide Community Charter

I. Rationale/Founding Group

Island Union Elementary School District was granted All Charter District status in October 2000. The motivation to become a charter district was spawned by a desire to have more independence and choices regarding regulations and recapture local control regarding instruction and programs. There was a strong feeling that our small, rural district would have a measure of independence from "one size fits all" state ballot propositions and state laws and regulations regarding schools. The District trustees and superintendent/principal initiated the idea of becoming a charter. Every teacher quickly signed on to the idea and parents were equally enthusiastic.

It was felt by all groups that being a charter would set us apart and make us special in the educational community. The opportunity to have more flexibility with programs and staffing, combined with open enrollment was powerful in meeting the needs of students and parents in our rural setting. Parents become equal partners in the education of their students and accept the responsibilities outlined in the Charter Parent/Student Compact. Staff, parents, and students are ready to meet the challenges and opportunities provided by the Charter. There is a common goal of promoting high expectations and achievement for students.

The Island Union Elementary School Districtwide Community Charter will hereafter be referred to as the "Charter". The Island Union Elementary Charter School District is referred to as the "District".

II. Educational Philosophy and Program

Mission

The Charter offers an educational opportunity that will provide the necessary foundation for all students to be successful in high school and beyond. It is our commitment and belief that:

- All students will receive an excellent education combined with a positive learning atmosphere.
- All students deserve respect.
- All students are provided instruction that meets their individual needs.
- All students are able to learn.
- The learning experience must be a collaborative effort between staff, parents, and administration.

The overall goal of the Charter is to ensure that each student will become a well-educated and productive citizen in the 21st century. This means all students should be able to problem solve effectively, communicate, be self motivated, utilize technology, be socially responsible, and be life-long learners.

The District's goal statements are the foundation of the educational program. These statements are commitments that the District will

- Create a safe and positive school climate, recognize individual differences, and encourage each student to reach his/her full potential.
- Provide instructional programs that are continuously reviewed and revised in a timely manner to meet the changing needs of all students.
- Allocate resources in the most efficient way to meet students, staff, and school needs and to maintain the grounds and facilities.
- Provide an effective staff development program that will enhance and stimulate the professional growth of all employees and school board members.
- Develop strong school, parent, community, business, and inter-agency relations.
- Continue to review, revise, expand, and implement technology in the curriculum and district administration.

The Charter also believes that character education is vital in creating a responsible and well-educated person. The District has adopted the "*Character Counts*!" program. The six pillars of character are interwoven into the fabric of the Charter's program and activities. Character education is taught in the curriculum and is the core for establishing expected student behavior.

The Mission and philosophy beliefs support the understanding that students learn best when:

- There is a safe and positive school climate.
- Individual differences are recognized.
- All students are encouraged to reach their full potential.
- Instructional programs are continuously reviewed to meet the needs of all students.
- Students are acknowledged for academic success and good citizenship.
- Resources are allocated efficiently.
- Facilities and grounds are well maintained.
- Strong working relationships are developed among school, staff, parents, the community and business partners.
- Assessment is used to guide instruction.
- The curriculum is enriched by effective use of technology, through field trips, fine arts instruction, and extra curricular activities.
- There is an effective staff development program for all employees.
- Parents are valued and involved in the educational program.
- There is a strong system of accountability and expectations.

Students Served

The Charter will serve all K-8 students who reside within the traditional boundaries of the District. The Charter currently serves 240 students. The Charter will also serve students residing outside the traditional boundaries, as specified in California law as pertaining to charter schools.

Curriculum and Instruction Design

The Charter has an effective and traditional educational model of self-contained classes for students in grades K-8. The curriculum is based on the California State Standards and covers all core content disciplines. The instructional program has been designed using California grade level content standards and curriculum frameworks. State adopted textbooks are used in all classrooms and in all core curriculum subjects (Attachment A). There is also an extra curricular program in art and music for students in grades four through eight. Students receive instruction in a variety of ways: in large groups, small groups, and individually. Many students are tutored before and after school. Teachers vary instruction to meet the individual needs of students (auditory learners, visual learners, English language learners). When necessary, students also receive instruction from math, English/language arts, speech, and special education resource teachers.

Character education is an important part of the curriculum. All students receive instruction in the “Six Pillars of Character”

- Trustworthiness – Be honest; have the courage to do the right thing
- Respect – Treat each other with respect

- Responsibility – do what you are supposed to do
- Fairness – Play by the rules
- Caring – Be kind
- Citizenship – Do your share to make your school and community better

Technology is a major component of the instructional program. The District has an Educational Technology Plan. The plan describes how technology can be used can be used to improve teaching and learning. The plan also details, by grade, the skills students must have to improve their ability to learn and communicate using technology. Every class has computers with Internet access and there is a computer lab that all students use on a regular basis. Teachers meet regularly to evaluate how best to use technology in the instructional setting. Students learn how to use the keyboard, do research and write reports, and use programs to create multi-media productions.

The Library Media Center is used to do research, access the Internet, and check out books.

The staff collaborates with parents to support the educational program. Parents contribute by tutoring students, organizing materials for instruction, correcting papers, and chaperoning on field trips.

Plan for Students Who Are Academically Low Achieving

The Charter meets the needs of academically low achieving students through a variety of programs and instructional strategies. Examples include but are not limited to: assistance from an instructional aide or volunteer, after school tutoring, and instruction from a resource teacher. The Student Study Team (SST) process is used to identify students who need alternative interventions to enhance learning.

Plan for Students Who Are Academically High Achieving

The Charter meets the needs of high achieving students through a variety of instructional strategies. Teachers use differentiated instruction and self-paced instructional software that extend learning for high achieving students. These students are identified by the following: STAR test scores, core curriculum assessment, teacher observations, and grades.

Plan for English Learning

The Charter identifies English learners through the Home Language Survey. These students are assessed using the California English Language Development Test (CELDT). Students that are identified as English Learners (EL) are assisted through a variety of instructional strategies and programs that include: instruction by teachers who have CLAD certification, English Language Development (ELD) and/or Specially Designed Academic Instruction in English (SDAIE) certification. Other instructional strategies are peer or cross-age partnering and differentiated instruction.

Plan for Special Education

The Charter understands its legal responsibility to provide educational services to students who qualify for special education programs. The Charter has a Resource Specialist Program (RSP) class and provides speech services. The District is a member of the Kings County Special Education Local Plan Area (KC SELPA) Students in need of other special education services will be directed to an appropriate program and school site within the SELPA. (Attachment B)

The process used to identify students for special education services is as follows: Students are initially evaluated through Student Study Team (SST) meetings. If the team determines the student needs to be evaluated for special education services, a formal evaluation, approved by the parent/legal guardian, will be given. The following assessments will be made: behavior, health, psychometric, and academic. These assessments will be done in accordance to state and federal law.

An individualized Education Plan (IEP) meeting will be held to determine if the student qualifies for services. Once qualified, the students will be placed in the appropriate program. An individualized educational plan will be written for the student. Educational progress will be monitored regularly and an annual review of progress will be done in accordance with state and federal regulations and law.

III. MEASURABLE STUDENT OUTCOME AND OTHER USES OF DATA

Measurable Student Outcomes

The Charter's beliefs and goals state that all students will receive an excellent education, instruction that meets individual needs, and that all students can learn and will be respected. Student performance will be assessed using a variety of measures to demonstrate the extent that all pupils have attained the skills and knowledge to progress successfully.

- All students will make progress toward or become proficient and or advanced as measured by the State-wide Testing and Reporting (STAR) program in the core academic subjects of Language Arts, Mathematics, Social Studies, and Science
- All students will make progress toward being proficient as measured by the District Multiple Measure assessments.
- English learners will advance by one level each year until they reach the advanced level of proficiency as measured by the CELDT assessment.
- Additional measures expected to be met are:
  - Daily Attendance 95%
  - Daily work and Homework 95% compliance
  - Special project completion 100%
  - Pass a U.S. Constitution test 70% - Eighth Grade
  - Citizenship grade C or better

Academic Performance Index

The Charter's plan for meeting annual growth targets include:

- An annual review of each student's progress.
- Review the Districts multiple measure assessments to ensure they are correlated with the state content standards.
- Continue to provide professional development for all staff members.
- Identify all students who score "far below basic" or "below basic" and provide specific instruction to ensure academic progress is made.
- As needed, purchase standards based textbooks and other instructional materials.
- Search for new technology that will strengthen the instructional program.
- Continue regular curriculum meetings to ensure there is collaboration among staff that provides opportunities to share information and improve the instructional program.

(Attachment C)

Methods of Assessment

Student progress in meeting the desired student outcomes are measured and evaluated as

follows:

1. STAR program mandated tests – all students will be assessed annually with the California Standards Tests and other standardized tests as mandated. Other assessments include the CELDT and the California Fitness Performance Assessment.
2. Local assessments – Students will also be assessed by the following:
   a. Reading and Oral Language Assessment (K-3).
   b. Accelerated Reader assessment of progress
   c. Standards based text book tests.
   d. Teacher developed tests
   e. Teacher observation
   f. Daily class work and homework
   g. Written reports and special projects
   h. Quarterly Report Cards and progress reports
   i. Citizenship Grades

Use and Reporting of Data

The plan for collecting analyzing and reporting data on student achievement is as follows:

1. Collecting Data
   a. Reports from the STAR testing program
   b. Accelerated Reader Reports
   c. State adopted standards based subject matter tests
   d. Daily work, homework, projects, and attendance
   e. Physical Fitness Tests
   f. Healthy Kids Survey

2. Analyzing Data
   a. Staff and principal analysis
   b. Curriculum meetings
   c. Student Study Teams
   d. Parent-teachers conferences
   e. School Site Council
   f. IEP meetings
   g. School board meetings

3. Reporting Data
   a. Reports from STAR program
   b. School newsletter
   c. Parent conferences
   d. School Board meetings
   e. Media report
   f. School Accountability Report Card (SARC)

g. District Web Site http://www.kings.k12.ca.us/island/

Data on student performance is continuously being analyzed by school staff and used to improve the total educational program so all students can progress to meet the district proficiency outcomes.

IV. GOVERNANCE AND STRUCTURE

The ultimate authority for the governance of the Charter will remain with the elected District Board of Trustees. The Board of Trustees consists of five members who serve a term of four years. Board policies and regulations remain in effect and will be reviewed and revised as necessary.

The superintendent/principal has the responsibility for implementing the District's mission, policies, and operations. The superintendent/principal is also responsible for the daily operation of the Charter. (Attachment D)

The school site advisory council, which consists of five parents and a five school site representatives, meets regularly to review progress and services and make recommendations to the Board of Trustees. Their responsibilities include:

- Reviewing curriculum, student services, school plans, school handbook, student behavior, and the Federal Consolidated Application for Funding.
- Answering questions and concerns.
- Participating in the writing school plans and annual goals.

V. Human Resources of School Employees

To be creative and flexible in providing an optimal learning environment, the Charter maintains the following District standards for all those who work with children.

The Charter will adhere to existing state law relating to the tenure of certificated staff. Certificated staff assignments outside credential authorization will be based on mutual agreement between the administration and the certificated staff member. Past practices regarding certificated staff assignments in regard to requests will be maintained. The Charter will ensure instructional aides meet the qualifications as set forth in the No Child Left Behind act of 2001. The District will adhere to existing state law regarding permanency for existing classified staff.

During the life of the Charter, the administration will have the flexibility of hiring non-certificated instructors, hereafter referred to as instructors, on a contractual basis, as allowed by law, in non-core areas where such instructors have demonstrated their competency through experience and/or education. Instructors shall complete a district required course in classroom behavior management.

The following standards will be reflected in the District's hiring practices and evaluation methods for all those who work with students:

- Superintendent/Principal
  The Superintendent/Principal must hold a valid California Administrative Credential. The Superintendent/Principal is employed by and responsible to the Board of Trustees. The Superintendent/Principal is responsible for overall day to day operation of the District Charter as described in District board policy.

- Teachers
  All teachers teaching core subject must hold valid teaching credentials and are required to register their credential with the Kings County Office of Education. Teachers are employed by the District and are responsible to the Superintendent/ Principal.

- Classified Employees
  All classified personnel must meet the qualifications established for employment and are responsible to the Superintendent/Principal.

Compensation and Benefits

All new and existing employees participate in State Teacher Retirement System (STRS), Public Employee Retirement System (PERS), and Social Security, as appropriate.

All employees of the District continue with current retirement system provisions. Employees

continue to contribute at the rate established by STRS or PERS. Employees who are not members of STRS must make contributions to the Social Security System.

The District makes all employer contributions as required by STRS, PERS, and Federal Social Security. The District also makes contributions for workers compensation insurance, unemployment insurance, and any other payroll obligations of an employer.

Employee Representations

All administrators, classified, and certificated staff are employees of District. The District is deemed the exclusive public school employer for the purpose of collective bargaining.

Rights of School District Employees

All employees of the Charter are District employees. The District will not require any employee of the District to be employed in the Charter. The Charter will comply with the policies and administrative regulation adopted by the Island Union Elementary Charter School District Board of Trustees. In the event of a dispute between the District and any employee, the dispute will be resolved through school board policies.

Health and Safety

The District has established policies and procedures contained in a Health and Safety manual. The policies and procedures are reviewed regularly and revised as required. In addition, the District ensures and maintains the following:

- The facilities used by students will conform to the requirements of the Field Act (seismic safety).
- The facilities will receive an annual inspection by the county fire marshal and a property and liability loss control specialist to assure compliance with established health and safety standards (including Federal ADA).
- The Food Services facility will be inspected by the county health department.
- The District will meet all federal, state, and local requirements for water, friable asbestos, and other toxic materials.
- Liability and excess liability, as provided by the Organization of Self-Insured Schools, JPA, and Schools Excess Liability.
- Workers compensation pursuant to provision of the California Labor Code.
- All employees will be required to submit fingerprint cards for screening through the state criminal identification system.
- All employees will be required to submit a valid negative test for tuberculosis.

Dispute Resolution

Procedures to be followed by the charter school and the entity granting the Charter to resolve disputes relating to provisions of the Charter, as required by Education Code section 47605(b)(5)(N) at a minimum that:

(A) The district shall include any future specific provisions relating to dispute resolution that the State Board of Education determines necessary and appropriate in recognition of the fact that the State Board of Education is not a local education agency.

(B) The district and the State Board of Education, if needed, will share the costs of the dispute resolution process.

(C) Because it is not a local education agency, the State Board of Education may choose to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, provided that if the State Board of Education intends to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, it must first hold a public hearing to consider arguments for and against the direct resolution of the dispute instead of pursuing the dispute resolution process specified in the charter.

(D) The district recognizes that if the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the Charter in accordance with Education Code section 47604.5, the matter will be addressed at the State Board of Education's discretion in accordance with that provision of law and any regulations pertaining thereto.

VI. STUDENT POLICIES AND PROCEDURES

The District is nonsectarian and does not discriminate based on ethnicity, religion, national origin, gender, or disability. Tuition will not be charged. Preference for admission to the Charter shall be extended to all students within the historical attendance area of the District. If the number of pupils who wish to attend the Charter exceeds its capacity, enrollment except for existing pupils of the District is determined by a public random drawing. (Attachment E)

Other requirements for admission shall be:

- The student meets the state minimum age requirements to enter kindergarten
- The student has satisfied all state and local required immunizations
- The parent and student sign and abide by the Charter Parent/Student Compact (Attachment F)

Non-Discrimination Clause

The Charter will retain the existing grade level configuration of the District (K-8) to ensure racial and ethnic balance that is reflective to the general population residing within the historical attendance area of the District.

Attendance Alternatives

No pupil residing within the historical attendance area of the District shall be required to attend the Charter. The District shall offer the following attendance alternative to pupils who choose note to participate or who chose not to adhere to the Charter Parent/Students Compact.

The District will assist an inter-district transfer for pupils pursuant to Education Code Section 46600 through agreements entered into between the District and Lemoore Elementary District and Central Elementary District in which both districts agree to accept the District's students who are in compliance with the receiving district's inter-district transfer requirements. (Attachment G and H)

Suspension/Expulsion Procedures

The superintendent/principal will handle student expulsion and suspensions in accordance with adopted District Board Policies, which are based on the California State Education Code. The Charter has a multi-level discipline policy. (Attachment I)

Discipline, when administered at Island School, is based on a counseling philosophy designed using the "Six Pillars" in an effort to produce changes in behavior that will allow the student to develop the self-discipline necessary to be successful in the classroom and social environment. The major objectives of discipline are to teach the following character traits:

- Trustworthiness – Be honest; have the courage to do the right thing
- Respect – Treat each other with respect
- Responsibility – do what you are supposed to do
- Fairness – Play by the rules
- Caring – Be kind
- Citizenship – Do your share to make your school and community better

All student discipline matters are conducted in compliance with due process. Decisions regarding discipline may be appealed to the District Board of Trustees. The decision of the District Board of Trustees will be final.

Students will not be expelled from the Charter for reasons other than those enumerated in the California Education Code section 48900 et.seq.

A student may be dismissed from the Charter for repeated non-compliance with the terms of the Charter Parent/Student Compact.

VII. FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

Budget

The Charter will adhere to the Island Union Elementary Charter School Districts Policies and Administrative Regulations regarding budges and audits. The superintendent/principal and business manager annually prepare a balanced budget to be approved by the Board of Trustees. The Kings County Office of Education monitors the District budget and certifies the District's financial condition. (Attachment J)

Financial Reporting

The District complies with state financial reporting regulations by submitting the first and second Interim Financial Reports to the KCOE. Additionally, end of the year unaudited actuals and the annual board adopted budget are submitted to the KCOE. These reports are submitted to the California Department of Education in accordance with AB1200.

Insurance

The District purchases general liability insurance, workers compensation insurance, and other necessary coverage through carriers approved by the District. (Cross reference – Health and Safety page 11)

Administrative Services

The Charter is governed by the District Board of Trustees. The superintendent/principal and business manager are responsible for managing the District under policies and regulations adopted by the governing board. Services that are administered include but are not limited to: financial, management, personnel services, payroll, maintenance/operations, transportation, food services, special education, and curriculum and instruction.

Facilities

The District consists of one school located at 7799 21st Avenue, Lemoore, California. The site includes approximately 9.5 acres. The District owns no other property. The facilities are well maintained. Classrooms were remodeled in 1994. There are no plans for expansion in the future.

Transportation

The District provides home-to-school transportation for those students who reside within the traditional boundaries of the District. Parents and guardians of students who reside outside the District are responsible for transportation from home-to-school.

Audits

The Charter will adhere to the Island Union Elementary Charter School District Board of Trustees' Policies and Administrative Regulations, and participate in the board's annual audit of fiscal and program operations.

The District Board of Trustees oversees the selection of an independent auditor. The qualifications for an auditor are described in a request for proposal. The scope of the audit is as follows:

- Verifies the accuracy of the District's financial statements, attendance, and enrollment accounting practices, and reviews the District's internal controls.
- The audit is conducted in accordance with generally accepted accounting principals.
- As required under applicable federal law, the audit scope is expanded to include items and processes specified in any applicable office of Management and Budget Circulars.
- Completion of the audit should be within six months of the close of the fiscal year.
- Copies of the audit are to be given to the District Business Manager and are presented to the Board of Trustees at a regularly scheduled board meeting.
- Audit exceptions or deficiencies are reported to the Board of Trustees with recommendations on resolving the exceptions.
- It is the responsibility of the District to resolve exceptions or deficiencies.

Closure Protocol

The Island Elementary Union School District has existed as a public school since 1957. In the event of Charter revocation or non-renewal by the State Board of Education or if the District should decide to rescind the Charter, the District will return to non-charter status. If or when this occurs, a letter announcing the closure of the Charter will be sent to all parents, the Superintendent of the Kings County Office of Education, and the California State Board of Education. Student records will continue to be maintained on site and all fiscal reporting will continue as required by law pertaining to public schools.

VIII. Attachments

Attachment A: Core Curriculum

Attachment B: Kings County SELPA

Attachment C: Academic Performance Index

Attachment D: Island School Handbook Organization Chart

Attachment E: Administration Regulation 5119

Attachment F: Parent/Student Compact

Attachment G: Letter of Agreement Lemoore Elementary School District

Attachment H Letter of Agreement Central Union Elementary School District

Attachment I: Island School Handbook: Suspension/Expulsion

Attachment J: Financial Condition Certification

Island Union Elementary School Districtwide Community Charter

Attachment A
Core Curriculum

READING/LANGUAGE ARTS	**MATHEMATICS**	**SOCIAL SCIENCE**	**SCIENCE**
Houghton Mifflin *A Legacy of Literacy* Grades K-6	Houghton Mifflin *Mathematics* Grades K-4	Houghton Mifflin *Social Studies* Grades K-7	Holt Science K-4
Glencoe *Readers Choice* Grades 7-8	Glencoe *Mathematics: Applications & Connections* Grades 5-7	Glencoe *American Journey* Grade 8	Scott Foresman *Science* Grades 5-6
	Glencoe *Algebra 1 Integration Applications and Connections* Grade 8		Glencoe *Science Voyages* Grades 6-8

Attachment B
Kings County Special Education Local Plan Area

Kings County Office of Education

John Stankovich, Superintendent

KINGS COUNTY BOARD OF TRUSTEES

Mrs. Larella Howe, Area 1 ~ Stratford
Mr. Joe Hammond, Area 2 ~ Corcoran
Mr. Jim Kilner, Area 5 ~ Armona
Mr. William Gundacker. Area 4 ~ Lemoore
Mr. John Boogaard, Area 3~Hanford

Mailing Address:
1144 West Lacey Boulevard
Hanford, CA 93230

Telephone (559) 584-1441
FAX (559) 589-7000
www.kings.k12.ca.us

January 24, 2005

Tom Bates, Superintendent
Island Union School District
7799 21st Avenue
Lemoore, CA 93245

Dear Mr. Bates:

This Update Notice serves to verify that your district continues to be a member of the Kings County SELPA and is still held responsible for all duties and responsibilities inherent in our Charter School Policy Administrative Regulations.

Sincerely,

Samuel R. Comp
Assistant Superintendent, SELPA/Special Education

Island Union Elementary School Districtwide Community Charter

Attachment C: Academic Performance Index Report

Academic Performance Index (API) Reports
Island Union Elementary Charter District

2003-04 Academic Performance Index (API) Growth Report

STAR 2004 Percent Tested	Number of Students Included in the 2004 API Growth	2004 API Growth	2003 API Base	2003-04 Growth Target	2003-04 Growth	Met Growth Target: School-wide	Met Growth Target: Comparable Improve-Ment (CI)	Met Growth Target: Both Schoolwide and CI	Awards Eligible
99	178	745	750	3	-5	No	No	No	No

2002-2003 Academic Performance Index (API) Growth Report

STAR 2003 Percent Tested	Number of Students Included in the 2003 API (Growth)	2003 API (Growth)	2002 API (Base)	2002-2003 Growth Target	2002-2003 Growth	Met Growth Target: School-wide	Met Growth Target: Comparable Improve-Ment (CI)	Met Growth Target: Both Schoolwide and CI	Awards Eligible
100	183	745	702	5	43	Yes	Yes	Yes	Yes

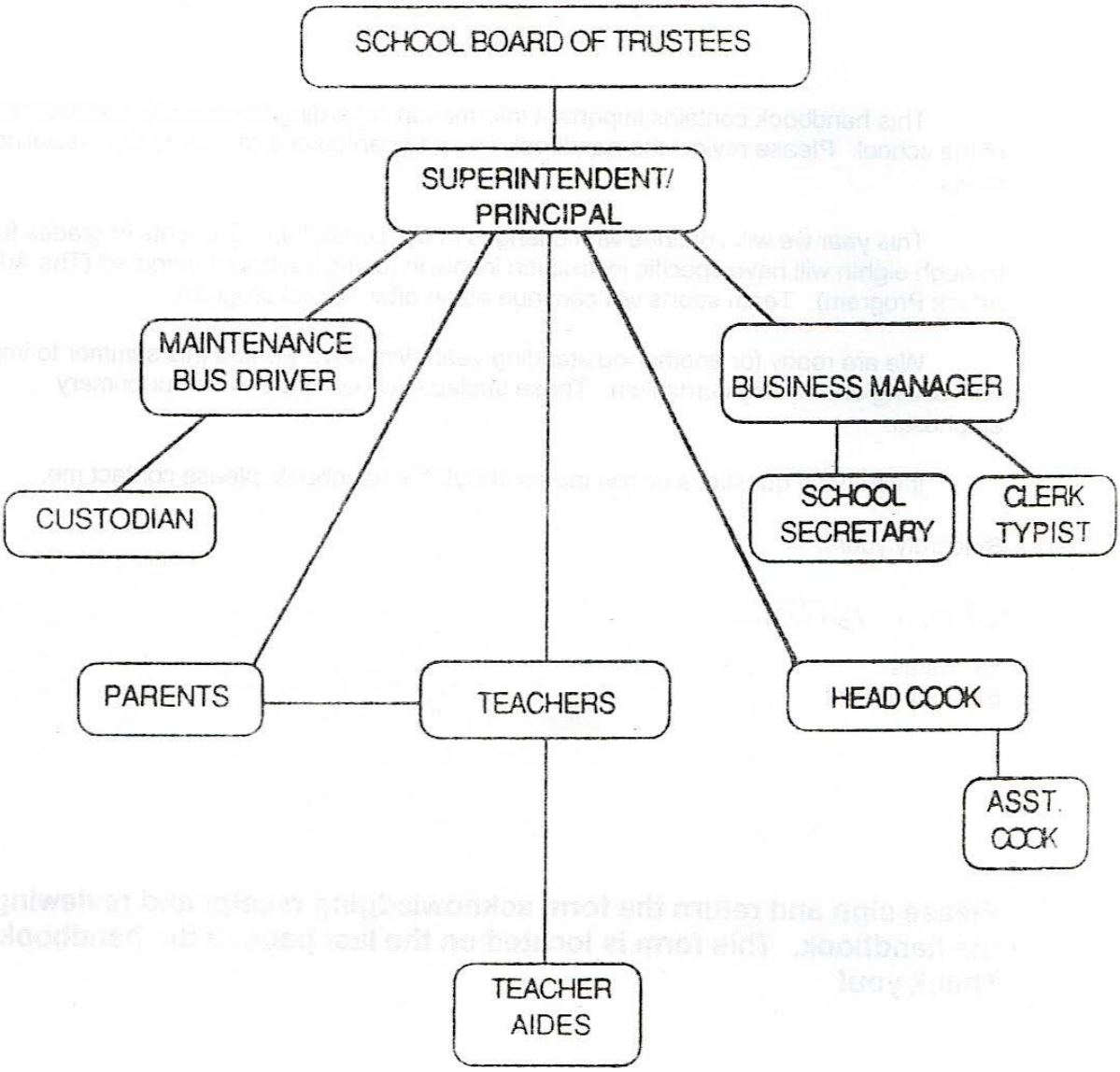
2001-2002 Academic Performance Index (API) Growth Report

STAR 2002 Percent Tested	Number of Students Included in the 2002 API (Growth)	2002 API (Growth)	2001 API (Base)	2001-2002 Growth Target	2001-2002 Growth	Met Growth Target: School-wide	Met Growth Target: Comparable Improve-Ment (CI)	Met Growth Target: Both Schoolwide and CI	Awards Eligible
99	173	727	741	3	-14	No	No	No	No

Attachment D
<u>School/Handbook Organization Chart</u>

ORGANIZATIONAL CHART

ISLAND UNION SCHOOL DISTRICT



Attachment E
Administrative Regulation 5119 Enrollment Policy

ALL STUDENTS **AR 5119**

Charter Enrollment Capacity Regulation

Preference shall always be given to continuing students and students who reside within the traditional boundaries of the District. Whenever District pupil enrollment reaches eighty percent (80%) for grades four through eight and eighty percent (80%) for grades kindergarten through third of District capacity, the District superintendent will implement the District policy for limiting enrollment, as follows:

1. Determine the needs of District residents and grant precedence for those students.
2. Determine whether any pupil space remains after granting the preferences described in 1 above.
3. If the superintendent determines that there is additional pupil space, he or she will post and publish a schedule for conducting a lottery at least 30 days before the end of the current academic year.
4. Participants in the lottery will include pupils on the In-District and Out-of-District waiting lists.
5. Within the lottery, preference shall be given in the following order:
    - Students within traditional boundaries
    - Siblings of current students
    - Children of current employees of the District
6. The District will notify successful lottery participants within 30 days of the date the lottery is conducted.

Island Union Elementary School Districtwide Community Charter

SCHEDULE "A"

GRADE LEVEL	Class Size Cap	District Reserve	Reserve Size Cap
K*	20/25	80%	16/20
1st*	20/25	80%	16/20
2nd*	20/25	80%	16/20
3rd*	20/25	80%	16/20
4th	30	80%	24
5th	30	80%	24
6th	30	80%	24
7th	30	80%	24
8th	30	80%	24

*****These grades are subject to the Class Size Reduction Program.

Island Union Elementary School District

Adopted: November 14, 2000
Revised: February 22, 2005

Attachment F
Parent/Student Compact

The purpose of this compact is to encourage the development of responsibility and respect in the students of this Charter, which will help each one become a lifelong learner and a productive citizen of the community.

The Charter:

1. Acknowledges the right of parents to participate in decisions affecting their children, and agrees to:
   a. provide periodic reports on student progress
   b. consult with parents concerning any marked changes in student performance or behavior
   c. respond promptly to parent phone calls and requests for conferences
2. Affirms its obligation to provide a quality educational opportunity for each child by:
   a. considering and responding to individual needs of children and their families
   b. providing a strong curriculum, preparing children for the future
   c. providing competent personnel who demonstrate a caring attitude toward children
   d. maintaining a safe and secure school facility, and an atmosphere conducive to quality education.
3. Agrees to welcome parents as full partners in the educational process by:
   a. providing opportunities for parents to assist in making important decisions regarding school policy within the parameters of Board Policy
   b. encouraging parent visitation and participation in school activities
   c. providing numerous varied opportunities for parents to volunteer

Parents Agree:

1. That supervision of a child is the joint responsibility of the school and the parent, and will:
   a. supervise and assist in the completion of homework
   b. support and reinforce the school's conduct and dress code
   c. support regular attendance and promptly observe opening and closing times of the instructional day
2. To communicate promptly and courteously with the school, beginning with the classroom teacher:
   a. regarding concerns about student performance, instruction, and other issues
   b. informing the school of matters that may affect the student's performance or behavior at school

Students Will:

1. Recognize that they have the ultimate responsibility for their learning, and that they will:
   a. attend school regularly and promptly observe opening and closing times of the instructional day
   b. diligently pursue their studies at school and at home

Parent/Student Compact - continued

   c. complete all work to the best of their ability

2. Maintain a high level of conduct at all times and:
   a. demonstrate a high level of respect toward school employees, other adults on campus and fellow students
   b. demonstrate respect for school property and the property of others
   c. follow school rules
   d. demonstrate respect for their parents and their community
   e. abide by the District conduct and dress code

3. Make a positive contribution to the school and community by:
   a. setting a model for others to follow as outlined in the District conduct and dress code
   b. contributing to the service of the school or to mutually agreed public services, extra curricular activities and community involvement each month, such as:

Cafeteria volunteering	Recycling
Music and Dance Programs	School Beautification
Senior Center Events	Fund Raisers
Set-up/Take-down Events	School Activities
Food Drive	

Withdrawal and Dismissal

Parents and students may withdraw from this compact at any time and arrange for attendance at a cooperating adjoining district.

Should the parents or student represent in this compact consistently fail to meet one or more of its provisions the school will initiate dismissal proceedings against the student. Prior to dismissal, the following due process steps will be observed after appropriate prior notification:

1. The student and his/her parents will be notified in writing of the administration's reasons for the recommendation of dismissal,

Parent/Student Compact – continued

2. a hearing will be held before an Administrative Review Committee, at which both the school and parents will have the opportunity to present evidence and testimony supporting or opposing the recommendation. The Administrative Review Committee will make a final recommendation regarding dismissal, or a lesser alternative.
3. The parent may appeal the recommendation of the Administrative Review Committee to the governing School Board. The appeal must be filed within ten days after receipt of the Administrative Review Committee's recommendations. The governing School Board's decision will be final.
4. Parents and/or Charter will initiate an alternative education placement for the pupil pursuant to the Charter petition.
5. If the cause for dismissal is addressed in the Districts' Expulsion policy, the District policy for student expulsion shall be implemented.

**********Clip and Return**********

Please clip and return the signature portion to Island School by no later than August 27, 2005. Thank you.

We, the undersigned, agree to the terms of the Parent/Student Compact.

***Students in grades 5-8 must sign the compact.

_____ _____

Student's Signature Print Student's Name

Grade Level 2004-05

_____ _____

Parent's Signature Print Parent's Name

Date

_____ _____

Authorized School Representative's Validation Signature Date

Island Union Elementary School Districtwide Community Charter

Attachment G
Letter of Agreement Lemoore Elementary School District

Lemoore Union Elementary School District

Board Members: **Stephen Todd • Jeanette Homan • Shawn Beck • Don Warkentin • Jim Inglis**

Dr. Ronald E. Meade, Superintendent
Dr. Lois J. Zercher, Asst. Superintendent

January 24, 2005

Mr. Tom Bates,
Superintendent Island Union
School District 7799 21st
Avenue Lemoore, CA 93245

Dear Mr. Bates:

The Lemoore Union Elementary School District in cooperation with the Island Union Elementary School Districtwide Charter unqualifiedly agrees to accept the Charter District's students who choose not to attend the Charter. These students must be in compliance with the receiving district's interdistrict transfer requirements.

Respectfully,

Dr. Ronald E.
Meade

Island Union Elementary School Districtwide Community Charter

Attachment H
Letter of Agreement Central Union Elementary School District

Ron Seaver
Superintendent
P. O. Box 1339
AS Lemoore, CA 93245-1339

15783 18th Avenue
Lemoore, CA 93245
Telephone (559) 924-3405
Fax (559) 924-1153

CENTRAL UNION SCHOOL DISTRICT
LEMOORE, CA.

Board Members
L. Yvette Casillas
Jeffrey Gilcrease
Ceil Howe, Jr.
Pat Jerrold
Larry Jones
Paul Newton
Tammy Wallace

January 24, 2005

Mr. Tom Bates
Island School
7799 21st Avenue
Lemoore, California 93245

Dear Mr. Bates,

The Central Union School District in cooperation with the Island Union Elementary School Districtwide Charter unqualifiedly agrees to accept the Island Charter District's students who choose not to attend the Charter. These students must be in compliance with the receiving district's interdistrict transfer requirements.

Respectively,

Ron Seaver
Superintendent

Island Union Elementary School Districtwide Community Charter

Attachment I
Island School Handbook: Suspension/Expulsion

CITIZENSHIP AND DISCIPLINE

Education serves as the foundation for a democratic society. An important goal of our school is to help develop in children the qualities of self-discipline, responsibility, and respect for others. We attempt to instill these traits through the "*Character Counts!*" program that emphasizes Six Pillars of Character – Respect, Responsibility, Caring, Fairness, Citizenship, Trustworthiness. Our School Board believes that students have the right to learn and teachers have the right to teach. For this to be accomplished, an effective learning atmosphere must be created. This happens when parents, students and school staff work together cooperatively.

A large majority of our students demonstrate positive behavior at school. We reward good behavior. Some of the methods used to acknowledge positive behavior are:

- Character cards
- Classroom rewards
- Good citizen awards
- Attendance awards
- Praise and stickers for good work
- Positive notes to take home
- Report cards and academic recognition
- Juice bar treats
- Special privileges each quarter and the end of the year

Discipline, when administered at Island School, is based on a counseling philosophy designed using the "Six Pillars" in an effort to produce changes in behavior that will allow the student to develop the self-discipline necessary to be successful in the classroom and social environment. The major objectives of discipline are to teach the following character traits:

- Trustworthiness – Be honest; have the courage to do the right thing
- Respect – Treat each other with respect
- Responsibility – Do what you are supposed to do
- Fairness – Play by the rules
- Caring – Be kind
- Citizenship – Do your share to make your school and community better

Island Union Elementary School Districtwide Community Charter

RESPONSIBILITIES

It is the School Board's expectation that the fulfillment of the following responsibilities is essential in providing an atmosphere that will create the best possible learning and social environment for students and teachers at Island School.

STUDENTS

- Follow classroom discipline rules.
- Follow school-wide rules.
- Accept consequences for their behavior {positive and negative}
- Students are responsible to discuss the discipline plan with their parents.

PARENTS

- Support the classroom rules.
- Support the school-wide rules.
- Support the school discipline plan.
- Accept the responsibility for their child's behavior.
- Discuss the school discipline plan and policies with their child.

TEACHERS

- Develop and consistently enforce classroom rules.
- Enforce school-wide rules consistently.
- Document student behavior.
- Follow established district discipline plan and policies.
- To communicate to the students and parents the classroom and school-wide rules.
- Supply and communicate to the superintendent/principal their classroom discipline plan.

TEACHER AIDES

- Support the classroom teacher.
- Enforcement all classroom rules.
- Support the school-wide rules.
- Follow the school discipline plan and policies.

SUPERINTENDENT/PRINCIPAL

- Insure that each classroom teacher has developed and is implementing a consistent and appropriate classroom discipline plan.
- Support the classroom teacher's enforcement of the classroom rules.
- Insure that the parents and students receive and are aware of the school district discipline plan.
- Insure that new and/or returning students receive the school district discipline

plan.

BASIC SCHOOL RULES

- Show respect for others and their property.
- Remain in assigned areas at all times.
- Obey directions of all adults.
- Keep hands and feet to yourself -- no rough play or fights.
- No vulgar or suggestive language or ethnic slurs.
- No running in the halls.
- Complete all classroom assignments.
- No hand holding or other displays of affection.
- Keep the school clean - no littering.

DISCIPLINE PROCEDURE

There are levels of behavior ranging from the least serious to the most serious. Consequences for misbehavior will be administered according to the seriousness of offense. For the most serious infractions, Education Code Section 48900 outlines acts for which suspension and/or expulsion procedures may be initiated.

LEVEL I BEHAVIOR

Referrals will be given for these less serious types of behavior. Most often the teacher or adult supervisor will handle these infractions. Some examples of Level I behavior are as follows:

- Out of assigned area
- Playing in the bathrooms
- Playing after the bell
- Chewing gum/seeds
- Rough behavior
- Misuse of school equipment
- Not following directions
- Ignoring warnings

- Profanity/ethnic slur/gender slur
- Spitting
- Littering
- Violation of class rules
- Improper cafeteria behavior
- Violation of dress code

- Disruption of classroom
- Lying

Referrals will be kept track of throughout the school year. Referrals will have an effect on a student's citizenship grade. The first referral of each semester (two grade periods) can be worked off {forgiven} if the student completes some sort of community service at school. This service must be done within five school days of receiving the referral and have the approval of the teacher or principal. Students who receive one or no referrals during a semester qualify for a special activity at the end of the semester.

CONSEQUENCES: (These consequences may vary depending on the severity and frequency of the infraction.)

1st Referral:	Parent notified/1 detention
2nd Referral:	Parent notified/2 detentions
3rd Referral:	Parent notified/student-principal conference/3 detentions/ loss of 5 days activities
4th Referral:	Parent-student-principal conference/4 detentions/loss of 15 days activities
5th Referral:	Parent-student-principal conference/one day in-school suspension/placement on Level II for 6th referral

LEVEL II BEHAVIOR

These are more serious offenses. The consequences are in effect throughout the school year. The principal or teacher-in-charge will be involved in the disciplinary actions. Written records will be made of the infraction and the consequence. Parents will be notified. Consequences may vary depending on the severity and frequency of the infraction. Some examples of Level II behavior are:

- Talking back or arguing with an adult supervisor (disrespect)
- Hitting or fighting of a minor nature
- Habitual profanity, ethnic slur, sexual harassment, gender slur
- Minor theft/damage to property
- Cheating/forgery
- Repeated disruptive behavior in class or cafeteria
- Harassment, threats or intimidation
- Habitual ethnic/gender slur
- Level II Bus Referral
- Sexual harassment as defined by Board Policy 5154.7
- Six (6) Level I Referrals

CONSEQUENCES: (These consequences are guidelines and may vary depending on the severity and frequency of the infraction.)

1st Referral:	Student-principal conference/parent notified/3 days of detention
2nd Referral:	Student-parent-principal conference/1 day in-school suspension
3rd Referral:	Student-parent-principal conference/minimum 1 day suspension/ SARB referral
4thReferral:	Student-parent-principal conference/2-5 day suspension/loss of activities for 9 weeks/School Board notified
5th Referral:	Student expulsion procedure initiated for School Board hearing and action

LEVEL III BEHAVIOR

These are the most serious offenses and in most cases are violations of State law (Education Code Sections 48900 48900.2, 48900.3 and 48900.4). Students are subject to suspension from class and school for one to five days and may be recommended for expulsion for the following: (referral may also be made to the Kings County Sheriffs Department and/or meet with the School Board of Trustees).

- Attempted to cause, threatened to cause, or caused physical injury to another person.
- Possession of any firearm, knife, explosive or other dangerous object.
- Possession, sale or use of any controlled substance (alcohol or drugs).
- Possession or use of tobacco.
- Caused or attempted to cause damage to or steal school or private property.
- Disrupt school activities or otherwise willfully defy the valid authority of supervisors, teachers or administrators.
- Committed robbery or extortion.
- Committed an obscene act or engage in habitual profanity or vulgarity.
- Knowingly receive stolen school property or private property.
- Unlawful possession or sale of drug paraphernalia.
- Sexual harassment, hate violence, threats, harassment, or intimidation.
- Possession of imitation firearm or weapon.
- Possession of imitation controlled substance.

EXPULSION

A student may be expelled by the school board for the following acts upon the first offense.

- Attempted to cause, threatened to cause, or caused physical injury to another person.

- Possession of any firearm, knife, explosive or other dangerous object.
- Possession, sale or use of any controlled substance (alcohol or drugs).
- Committed robbery or extortion.
- Sexual harassment, hate violence, harassment, threats or intimidation.

PARENT INFORMATION ON DUE PROCESS

DUE PROCESS

No student can be punished for alleged misconduct without due process. Students are entitled to:

- Oral or written notice of the charges.
- An explanation of the evidence.
- An opportunity to present his/her side of the story.

SUSPENSION

A suspension is a temporary removal from school for the violation of school rules. A student may not be suspended for more than five (5) days at a time, nor more than twenty (20) days per school year. A teacher may suspend a pupil from the classroom for the day of the suspension and the following day for any of the acts listed under Level III Behavior (Ed. Code 48910).

- Student's Right to a Hearing - The Principal or designee shall meet with the student for the purpose of:
  - Presenting oral or written notice of the charges.
  - Explaining the evidence.
  - Giving the student an opportunity to present his/her side of the story.

- Parent Conference

  The school will contact parents to request a conference. When the parent conference is held, the purpose of the meeting shall be to explain the basis of the suspension. The school shall inform the parent, in writing, of the length of the suspension and the reasons. This notice will be given to the parent at the conference or mailed to the parent.

- Parent's Right of Appeal

If the parent or guardian desires a further review of the case, he/she has the right to request a meeting with the Superintendent or a designee. It is the school's responsibility to inform the parents of their right to appeal.

- Expulsion

An expulsion is the long-term removal of a student from attendance at school by the Board of Education.

- Hearing
  - Expulsion requires a formal hearing at a meeting of the School Board of Education.
  - Parents or guardians must receive written notice that the Board of Education is considering expulsion.
  - The student and his/her parents, or a legal representative, have the right to call witnesses, question school officials and present information on behalf of the student at the hearing.
- Appeal
  - If the Board of Education decides to expel the student, its decision may be appealed to the County Board of Education.

PARENTAL LIABILITY - Education Code Section 48904

The parent or guardian of any minor whose willful misconduct results in injury to any pupil or employee or who willfully defaces or destroys private or school property is liable for all damages so caused by the minor. The liability shall not exceed $10,000.00.

SUSPENSION & EXPULSION – Board Policy 5144

SEXUAL HARASSMENT - Board Policy 5145.7(a)

TOBACCO, ALCOHOL & DRUGS - Board Policy 5131.6(a)

These policies will be reviewed with the students at the beginning of each semester. The Board Policies are available to parents upon request.

Attachment J
Financial Condition Certification

Kings County Office of Education
John Stankovich, Superintendent

KINGS COUNTY BOARD OF TRUSTEES

Mrs. Larella Howe, Area 1 ~ Stratford
Mr. Joe Hammond, Area 2 ~ Corcoran
Mr. John Boogaard, Area 3 ~ Hanford
Mr. William Gundacker, Area 4 ~ Lemoore
Mr. Jim Kilner, Area 5 ~ Armona

Mailing Address:
1144 West Lacey Boulevard
Hanford, California 93230

Telephone (559) 584-1441
FAX (559) 589-7000
www.kings.k12.ca.us

January 25, 2005

Kellee Wheatley, President
Island Union School District
7799 – 21st Ave.
Lemoore, CA 93245

Dear Ms. Wheatley:

Pursuant to the reports required by Section 42130, the governing board of each school district shall certify, in writing, within 45 days after the close of the period being reported, whether or not the school district is able to meet its financial obligations for the remainder of the fiscal year and, based on current forecasts, for the subsequent fiscal year. These certifications shall be based upon the board's assessment, on the basis of standards and criteria for fiscal stability adopted by the State Board of Education pursuant to Section 33127, of the district budget, as revised to reflect current information regarding the adopted state budget, district property tax revenues pursuant to Sections 95 to 100, inclusive, of the Revenue and Taxation Code, and ending balances for the preceding fiscal year as reported pursuant to Section 42100. The certifications shall be classified as positive, qualified, or negative, as prescribed by the Superintendent of Public Instruction for the purposes of determining subsequent actions by the Superintendent of Public Instruction, the Controller, or the county superintendent of schools.

Within 75 days after the close of each reporting period, each county superintendent of schools shall report to the Controller and the Superintendent of Public Instruction as to whether the governing board of each of the school districts under his or her jurisdiction has submitted the certification. That report shall indicate the type of certification filed by each district.

Your district reported a positive certification, which is assigned to any school district that, based upon current projections, will meet its financial obligations for the current fiscal year and subsequent two fiscal years. Based on the information provided to the County Office by your district, and the further analysis of the financial information, we concur with your positive certification.

1

Our Mission Is To Provide Leadership And Promote The Most Relevant Educational Program For Kings County Students.

Island Union Elementary School Districtwide Community Charter

Circumstances do change and this opinion does not guarantee financial stability for the next two years. Your financial position is the result of management decisions and other issues, such as attendance, state and federal revenue funding, bargaining unit pressures, and price inflators for supplies and services.

We appreciate the timely reporting of the Interim Report. We wish to express appreciation to the district staff for its cooperation during the preparation and review of the First Interim Report. The County Office strives to provide quality service to Kings County school districts. If we can be of any assistance, please contact me at 584-1441, extension 2932.

Sincerely,
Stephen Corl
Assistant Superintendent
Business Services

cc: John Stankovich
Tom Bates
Diane Augusto

Island Union Elementary School Districtwide Community Charter

Island Union Elementary School District
7799 21st Avenue
Lemoore, CA 93245
(559) 924-6424 – FAX (559) 924-0247

School Board Meeting
February 22, 2005
School Library
7:00 p.m.
AGENDA

The regular meeting of the Island Union School District Board of Trustees will be held on Tuesday, February 22, 2005, at 7:00 p.m., in the school library.

1. Call to Order, Roll Call, Pledge of Allegiance

2. Consent Agenda (Items on the Consent Agenda may be removed for discussion at the request of a board member or a member of the public.)
   - 2.1 Approve the minutes for January 18, 2005
   - 2.2 Approve the minutes for January 21, 2005
   - 2.2 Approve the warrants for January 20 through February 10, 2005

3. Public Comments

4. Action Items
   - 4.1 Consider approving the administration building modernization project
   - 4.2 Consider accepting an anonymous donation in the amount of $5000.00 toward the Library Technology Project (E.C. 41032)
   - 4.3 Consider approving Resolution Number 2005-01 the Kings County Treasurer's Statement of Investment Policy (Delegating Investment Authority to the Kings County Treasurer)
   - 4.4 Consider approving the District Charter renewal application
   - 4.5 Consider approving revision to Administrative Regulation 5119 – Charter Enrollment
   - 4.6 Consider approving the Second Interim Financial Report and corresponding budget revisions.

5 Closed Session
   - 5.1 Pending Litigation (Hurd v Island Union School District, Case No. CIV-F-045560)
   - 5.2 Negotiations (Government Code 54957.6)

6. Superintendent's Report
   - 6.1 Enrollment & ADA
   - 6.2 Island Community Foundation
   - 6.3 Curriculum and Instruction
   - 6.4 Maintenance and Operation
   - 6.5 School Activities
   - 6.6 Kings County Treasurer's Quarterly Compliance Report
   - 6.7 KCSBA Report

Island Union Elementary School Districtwide Community Charter

6.8 Other

Adjournment

Island Union Elementary School Districtwide Community Charter

Island Union Elementary School District
7799 21st Avenue
Lemoore, CA 93245
(559) 924-6424 – FAX (559) 924-0247

School Board Meeting
February 22, 2005
School Library

Minutes

The regular meeting of the Island Union School District Board of Trustees was called to order by President Kellee Wheatley, at 7:00 p.m., on February 22, 2005, in the school library.

MEMBERS PRESENT: David Anderson, Manuel DaFonte
Daniel Shannon, Kellee Wheatley
Jill Naylon

OTHERS PRESENT: Tom Bates, Superintendent

It was moved by Dan Shannon, seconded by David Anderson, and unanimously carried to approve the minutes for January 18, and January 21, 2005, and to approve the warrants from January 20, through February 10, 2005 in the amount of $117,741.22.

Public Comments: None

Action Items:

It was moved by Jill Naylon, seconded by Dan Shannon with a vote of four (4) ayes, zero (0) nays, and one (1) absent in favor of approving the administration building modernization project. There was discussion regarding the funding of this project. Mr. Bates explained that most of the costs will be covered through developer fees. The carpet and painting will be paid through the deferred maintenance fund. Mr. Bates noted that no general fund money will be used on this project.

It was moved by Dan Shannon, seconded by Manuel DaFonte, and unanimously carried to accept an anonymous donation in the amount of $5000.00 toward the Library Technology Project (E.C. 41032). This money will be used to purchase computers, furniture, and software.

It was moved by David Anderson, seconded by Jill Naylon, and unanimously carried to approve

Island Union Elementary School Districtwide Community Charter

Resolution Number 2005-01 Kings County Treasurer's State of Investment Policy (Delegating Investment Authority to the Kings County Treasurer).

It was moved by Jill Naylon, seconded by Dan Shannon, and unanimously carried to approve submitting the renewal application for the Island Union Elementary School Districtwide Charter to the State Board of Education.

California Department of Education Findings Related to the Island Union Elementary Charter School District Request to Renew its Charter as an All-Charter District

Background

Island Union Elementary Charter School District (IUECSD) is a small, single site school district located in Kings County near the town of Lemoore. The District rests on an island located between the north and south forks of the Kings River. There are no housing developments, apartments, or stores inside the traditional district boundary lines. The school, with nine classrooms, enrolls approximately 250 students each year in grades kindergarten through eight. The motivation to become a charter district stemmed from a desire to have more independence and choice regarding regulations and to recapture local control regarding instruction and programs. There was a strong feeling that the small, rural district would have a measure of independence from "one size fits all" state ballot propositions and state laws and regulations regarding public schools. The District trustees, the superintendent/principal, teachers, and parents felt that being a charter would set them apart and make them a school of choice in the educational community. The opportunity to have more flexibility with programs and staffing, combined with open enrollment, was also responsive to meeting the needs of students and parents in their rural setting. Trustees, teachers, staff, and parents share a common goal of promoting high expectations and achievement for students. The State Superintendent of Public Instruction (SSPI) and the State Board of Education (SBE) jointly approved the original IUECSD petition in October 2000 for a five-year term. Pursuant to the California *Education Code* (*EC*) Section 47607, a charter granted by a school district governing board, a county board of education, or the SBE, may be granted one or more subsequent renewals by that entity. Each renewal shall be for a period of five years.

In December 2004, the Superintendent and the School Site Council began to review school performance and the current charter in preparation for the renewal application. The charter has been reformatted to reflect the SBE approved model application format. Additional revisions to the charter are identified elsewhere in these findings. The IUECSD Board of Trustees approved the renewal application in February 2005. On March 1, 2005, CDE received the official request to renew the IUECSD charter and a revised charter with supporting documents.

The review of the IUECSD renewal request by CDE staff was conducted in accordance with the requirements specified in *EC* Section 47607 and the SBE *Adopted Process for Reviewing Districtwide Charter Petitions and Evaluating All-Charter Districts.* Renewals and material revisions of charters are governed by the standards and criteria in *EC* sections 47605 and 47607. As part of the renewal process, CDE staff determines if the District is operating in accordance with the law and terms of its original charter, specifically those terms required by *EC* Section 47605.

Compliance with law and terms of the charter

CDE staff conducted a comprehensive site visit of the IUECSD in February 2005. The CDE Charter Schools Division also reviewed documents submitted by the IUECSD including an updated charter, specific alternative public school attendance agreements, IUECSD Board minutes, and a positive financial certification from the Kings County Office of Education. Staff analyzed available IUECSD Academic Performance Index (API) data and Adequate Yearly Progress (AYP) reports for the past five years including sub-group data. Results of the most recent Coordinated Compliance Review (CCR) indicate that IUECSD is in compliance with all state and federal programs.

Finding 1: Based upon site visit findings, analysis of available data, and review of the documents submitted by the District, CDE finds that the IUECSD is meeting all the standards and criteria as required in *EC* Section 47605 and is operating in accordance with the law and terms of its charter. Two signed alternative attendance agreements with neighboring districts are in place and the County Office of Education concurs with the District's positive financial certification and ability to meet financial obligations for the current year and subsequent two years.

Academic Performance

AB 1137 amended *EC* Section 47607 to establish new minimum performance requirements that must be met by charter schools prior to renewal. Commencing on January 1, 2005, or after a charter school has been in operation for four years, whichever is later, a charter school shall meet at least one of the following five specified criteria prior to receiving a charter renewal:

1) Attained its API growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years.
2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
3) Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.
4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
5) Has qualified for an alternative accountability system pursuant to subdivision (h) of *EC* Section 52052.

Finding 2: Based upon available API data for the past three years, the academic performance of IUECSD meets the minimum criteria for renewal specified in *EC* Section 47607(b).

Other Performance Related Information

API/AYP Over Life of Charter							
	Base	**Growth Target**	**Growth**	**Met Target**	**Met AYP**	**State Rank**	**Sim. School**
2000 - 2001	734	737 (+3)	745 (+11)	Yes	n/a	7	7
2001 - 2002	741	744 (+3)	727 (-14)	No	Yes	6	4
2002 - 2003	702	707 (+5)	745 (+43)	Yes	Yes	6	2
2003 - 2004	750	753 (+3)	745 (-5)	No	Yes	6	2
2004 - 2005	734	737 (+3)					

With the exception of 2001-02, the API for IUECSD has been consistently high at 745 which is above both the County and Statewide averages. Numerically significant subgroups include Hispanic or Latino, White (not of Hispanic origin), and Socioeconomically Disadvantaged. The Hispanic or Latino subgroup exceeded growth targets in 2001-02 and 2002-03. The Socioeconomically Disadvantaged subgroup has exceeded growth targets every year except 2003-04. No subgroups achieved their growth targets in 2003-04. District staff attributes the overall drop in 2001-02 and fluctuation in subgroup performance to annual demographic changes in the student population tested. The district has met its AYP criteria for the past three years.

The one area of concern noted by staff is the decline in Similar School ranking. Charter Schools Division staff sought the opinion of staff in the Policy and Evaluation Division to gain a better understanding of why this has occurred. Policy and Evaluation staff indicates that small schools are highly vulnerable to year-to-year demographic changes that impact on the formulas used for ranking. This is especially true for the similar school ranking where even slight changes in a school's demographic profile may generate an entirely different list of "similar" schools from across the State each year. Most of the variables in the formula are beyond the direct control of the school.

In the case of IUECSD, the number of students tested in the API has ranged from 168 to183 since becoming chartered (actual enrollments ranged from 225 to 256). The number of students tested by subgroup shows year-to-year changes as high as 12.5 percent. Specifically, staff noted that little upward change in the API Base combined with changes in school mobility, average parent education level, English learners, and participants in free or reduced price lunch has been generating a list of slightly better schools and consequently lowering their similar schools ranking. Given the volatility of the formula and the fact that almost all of the factors are beyond the direct control of the school, staff is of the opinion that in the case of small schools, similar school ranking should not be unduly weighted in consideration of overall performance.

Finding 3: Staff finds that the overall API of the District has been above average, and based on the API of other surrounding districts, is higher than the schools pupils might otherwise attend in this geographic area. The IUECSD has also consistently met all AYP criteria since being chartered. Staff finds that the year-to-year change in the student population demographics is a reasonable explanation for the fluctuations in API performance and the decline in similar school ranking given the size of the school, the

number of students in various subgroups and the overall mobility rate. To improve academic performance, the revised charter incorporates additional services for students who are academically low achieving, new performance outcomes, and strategies for better use of student assessment and data. CDE staff will continue to monitor academic performance including subgroup data.

Charter Revisions

The charter has been reformatted consistent with the SBE model application format. This reformatting has resulted in some rewording or reorganization of information, but such alterations have not materially changed the intent, content, description, or assurances in the original charter. Some additions and revisions have also been incorporated into the charter to reflect changes in the law, updated performance outcomes and improvements based upon experience gained during the first five years of operating under the charter. These additions/revisions are summarized as follows:

Additions

Rationale and founding group

- **(Page 4)** Consistent with the SBE Model Application Format, a description of the founding group and rationale for chartering has been added to the charter.

Plan for serving students with needs

- **(Page 7)** Programs and instructional strategies for serving students who are academically low achieving, high achieving, and English learners have been added to the charter.

Use and reporting of student data

- **(Page 10)** A plan for collecting, analyzing, and reporting data for use in improving student performance has been added to the charter.

Financial planning, reporting and accountability

- **(Pages 16-17)** Consistent with the SBE Model Application Format, the District has provided descriptions for Budget, Financial Reporting, Insurance, Administrative Services, Facilities Transportation, Audits, and a Closure Protocol. (Note: As per *EC* Section 47606, only Financial Reporting, Audits, and a Closure Protocol are required for all-charter districts.)

Revisions

Expanded mission statement

- **(Page 5)** The mission statement for the charter has been revised to better reflect the philosophy, beliefs, and goals of the all-charter district. The original general statements are now well articulated and incorporate aspects of the *Character Counts* program throughout the district's programs and activities.

Education Program

- **(Pages 6-8)** The description of the education program is far more detailed than the original description. The curriculum and instructional design are described in greater detail, plans for serving various special populations has been added.

Measurable Student Outcomes

- **(Page 9)** This section of the original charter has been significantly revised to

reflect specific student outcomes and standards of achievement to more accurately determine district performance.

Employee rights, compensation, and benefits

- **(Pages12-13)** Sections of the original charter pertaining to employees of the District have been revised to reflect NCLB requirements and greater detail regarding qualifications, rights, compensation, and benefits.

Student discipline

- **(Page 15 and Attachment I)** The element in the original charter pertaining to student suspension and expulsion has been revised to include the *Character Counts* program model and greater detail on the process. By attachment, the complete description of policies and procedures on suspension/expulsion are now included in the charter.

Dispute Resolution

- **(Page 13)** The description of dispute resolution policies and procedures has been updated to reflect SBE provisions regarding dispute resolution relating to provisions of the charter, as required by *EC* Section 47605(b)(5)(N).

Conclusion and Recommendation

Staff feels compelled to note that single school districts desiring to be chartered do not have the alternative of authorizing a single school within the district. It is an all or nothing proposition and may only be jointly authorized by the SSPI and the SBE. It should also be noted that small schools are especially vulnerable to demographic changes in the pupil population that may impact the reliability of comparing pupil performance on a year-to-year basis.

Based upon staff review and analysis, it is evident that the parents, teachers, students, staff, administrators, and the District board of IUECSD strongly support chartering as the means to meet the needs of students and parents in their rural setting. They believe that chartering 1) provides a measure of independence from “one size fits all” state ballot propositions and state laws and regulations regarding schools, 2) promotes high expectations and achievement for students, 3) provides for flexibility with programs and staffing, 4) increases parental and teacher involvement, and 5) establishes them as a school of choice in the area.

Staff finds that the IUECSD has made good progress toward operationalizing the intent of charter school law as it may be applied to districts. The District is operating in accordance with the law and terms of its charter and has met the performance criteria for renewal pursuant to *EC* Section 47607(b). Therefore, we recommend approval of the IUECSD request and renewal of the charter as an all-charter district for a five-year term commencing in June 2005 and extending to June 2010.

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

SUBJECT	
Request by the Alvina Elementary Charter School District to Renew its Charter as an All-Charter District.	☒ **Action** ☒ **Information** ☒ **Public Hearing**

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the Alvina Elementary Charter School District (AECSD) request and renew the charter as an all-charter district for an additional five-year term commencing on July 1, 2005, and continuing to June 30, 2010.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Pursuant to California *Education Code (EC)* Section 47606, a school district may convert all of its schools to charter schools provided certain conditions are met and the charter petition meets the general requirements for charter schools. Further, a petition for an all-charter district can be approved only by joint action of the State Superintendent of Public Instruction (SSPI) and the SBE. At its March 1999 meeting, the SBE approved a process for reviewing and renewing district wide charter petitions. To date, the SSPI and SBE have approved eight all-charter districts: Pioneer Union Elementary School District in Kings County, Kingsburg Joint Union Elementary School District in Fresno County, Delta View Joint Union School District in Kings County, Hickman Community Charter District in Stanislaus County, Island Union School District in Kings County, Kings River-Hardwick Union Elementary School District in Kings County, Jacoby Creek Elementary School District in Humboldt County, and Alvina Elementary School District in Fresno County. The SBE has previously authorized five-year renewals for Kingsburg Joint Union Elementary School District (May 2001), Pioneer Union Elementary School District (May 2004), Kings River-Hardwick Union Elementary School District (May 2004), Delta View Joint Union Elementary School District (May 2004), Hickman Community Charter District (January 2005), and Jacoby Creek Elementary School District (March 2005).

The SBE and the SSPI jointly approved the original AECSD petition to become an all-charter district in July 2000 for a five-year term.

SUMMARY OF KEY ISSUES

Pursuant to *EC* Section 47607, a charter granted by the SBE, may be granted one or more subsequent renewals. Each renewal shall be for a period of five years. Renewals and material revisions of charters shall be governed by the standards and criteria in *EC* sections 47605 and 47607. On February 23, 2005, the California Department of Education (CDE) received a written request from the AECSD to renew its charter as an all-charter district. AECSD serves approximately 200 students (kindergarten through eighth grade) at a single school site located in Fresno County.

CDE staff conducted a comprehensive site visit review of the AECSD in January 2005. The CDE Charter Schools Division also reviewed documents submitted by the AECSD including an updated charter, specific alternative public school attendance agreements, AECSD board minutes, and a positive financial certification from the Fresno County Office of Education. The following revisions have been incorporated into the charter to reflect changes in the law, updating of performance outcomes, and improvements based upon experience gained during the first five years of operating under the charter:

Curriculum and Instructional Design

- **(Page 7)** Core curriculum areas have been defined as English/Language Arts, Math, and Social Studies for grades kindergarten through three.
- **(Page 8 - #3)** The essential elements of the educational design have been revised to include the development of a scaffolding framework for curriculum and instruction which includes: (a) an emphasis on early literacy and basic skills in grades kindergarten through three; (b) an emphasis on the transition from a skill focus to a highly integrated meaning-centered curriculum for students in grades four and five; and (c) emphasis on the application of learning to real world situations with a project based orientation in grades six through eight.
- **(Page 8 - #4)** The essential elements of the educational design have been revised to include an increase in time devoted to curricular mapping, cross-grade level meetings, analysis of assessment data and other professional development opportunities for staff with use of flexible scheduling to facilitate optimal participation.

Plan for English Learners/English Language Development

- **(Page 10)** The charter now identifies use of the *SRA/Open Court Reading* Series for primary grades and the *High Point* Series for grades four through eight to be used for English language instruction in conjunction with the English Language Learner state adopted materials.

Measurable Student Outcomes

- **(Page 12)** Specific requirements have been defined in the charter as the standard for eighth grade graduation.
- **(Page 12)** A new performance outcome has been added to the charter establishing that students identified as English Language Learners will attain English proficiency as measured by the CELDT test at or above the annual rate determined by the State.

Obtaining Growth Targets on the Academic Performance Index

- **(Page 13)** The plan for maintaining and improving recent student results on the Academic Performance Index (API) has been expanded to include the development of reflective strategies for analyzing assessment, identifying data

SUMMARY OF KEY ISSUES

sharing and improving instructional practices.

Dispute Resolution

- **(Page 21)** The description of dispute resolution policies and procedures has been updated to reflect SBE approved procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter, as required by *EC* Section 47605(b)(5)(N).

Closure Protocol

- **(Page 28)** A description of the protocol to be followed should the district lose its charter status has been added to the charter in response to *EC* Section 47605(b)(5)(P).

Based upon site visit findings and an analysis of the charter, renewal documents and performance data, CDE staff has determined that the district is operating in accordance with the law and the terms of its charter. Staff has also determined that the updated charter meets all requirements of the law, reflects performance-based improvements, and provides for greater accountability.

AB 1137 amended *EC* Section 47607 to establish new performance requirements that must be met by charter schools prior to renewal. Commencing on January 1, 2005, or after a charter school has been in operation for four years, whichever is later, a charter school shall meet at least one of five specified criteria prior to receiving a charter renewal. Based upon Academic Performance Index (API) data for the past three years, AECSD meets the minimum standards required prior to charter renewal as specified in *EC* Section 47607(b) (Attachment 2).

As part of the evaluation of API data, staff noted two areas of concern related to performance over the term of the current charter. The first was a notable drop in performance from year one to year two relative to achieving their growth target (See Attachment 2). District staff attributes this drop to a 26 percent increase in enrollment, the loss of three teachers (3 of 10), the hiring of a new superintendent, and a change in the instructional delivery design for middle grade students.

The second area of concern is the decline in State and similar school rankings. Policy and Evaluation Division staff confirms that small schools are highly vulnerable to year-to-year demographic changes that impact on the formulas used for ranking. Most of the variables in the formula are beyond the direct control of the school and in the case of AECSD, changes in school mobility, average parent education level, English learners, and participants in free or reduced price lunch generated a list of slightly better demographically similar schools which consequently lowered their ranking.

Staff finds that the District has provided a reasonable explanation for the 2001-02 drop in API performance and that measures have been taken both under the current charter and in the revised charter to improve academic performance. Staff also finds that although statewide and similar school rankings should be given some consideration in evaluating the performance of the District, these measures should not be unduly weighted given the

SUMMARY OF KEY ISSUES

size of the school. The AECSD API is higher than the State average and is also higher than the API of the surrounding districts that students might otherwise attend. With the exception of 2001-02, the school has dramatically exceeded their subgroup growth targets for Hispanic or Latino and Socioeconomically Disadvantaged students in every year since being chartered. The District has also met its Adequate Yearly Progress (AYP) criteria for the past three years.

In accordance with general provisions in the *EC* Section 47604.32, CDE staff shall conduct annual site visits, monitor the fiscal condition of AECSD, and ensure compliance with all reporting requirements and provisions of the charter. CDE staff will also continue to monitor AECSD academic performance including subgroup data.

The Advisory Commission on Charter Schools (ACCS) reviewed and recommended approval of the AECSD renewal request at their March 14, 2005, meeting. In consideration of the CDE staff findings and the recommendation of the ACCS, the SSPI has approved the AECSD renewal request as per the requirements for joint approval in *EC* Section 47606.

FISCAL ANALYSIS (AS APPROPRIATE)

The Fresno County Office of Education has provided a Positive Financial Certification for AECSD. CDE staff has confirmed that AECSD has complied with all fiscal reporting requirements. Being a renewal, there is no additional CDE staff workload associated with approval of this request.

ATTACHMENT(S)

Attachment 1: The Alvina Elementary Charter School District charter petition and supporting documents (130 Pages) (This attachment is not available for Web viewing. A printed copy is available for viewing in the State Board of Education office.)

Attachment 2: California Department of Education Findings (6 Pages)

California Department of Education Findings Related to the Alvina Elementary Charter School District Request to Renew its Charter as an All-Charter District

Background

Alvina Elementary Charter School District (AECSD) is a small, single site school district located in Fresno County near the town of Caruthers. The school, with ten classrooms, serves approximately 200 students in grades kindergarten through eight. During the 1999-2000 school year, this District faced the possibility of a merger with a larger school district. In order to maintain their academic autonomy and small school culture, parents, teachers, and the board pursued district-wide charter status as an alternative to the unification proposal. The State Superintendent of Public Instruction (SSPI) and the State Board of Education (SBE) jointly approved the original AECSD petition in July 2000 for a five-year term. Pursuant to California *Education Code (EC)* Section 47607, a charter granted by a school district governing board, a county board of education, or the SBE, may be granted one or more subsequent renewals by that entity. Each renewal shall be for a period of five years.

In November 2004, a community forum was held in the district to promote involvement from stakeholders in the preparation of the renewal application. The preparation of the application was delegated to the School Site Advisory Council consisting of parents, certificated and classified staff representatives, as well as representation from administration. Student officers on the Youth Council also reviewed and made recommendations for the charter renewal. The charter has been reformatted to reflect the SBE approved model application format. Additional revisions to the charter are identified elsewhere in these findings. The AECSD school board approved the renewal application in February 2005. On February 23, 2005, the California Department of Education (CDE) received the official request to renew the AECSD charter and a revised charter with supporting documents.

The review of the AECSD renewal request by CDE staff was conducted in accordance with the requirements specified in *EC* Section 47607 and the SBE *Adopted Process for Reviewing Districtwide Charter Petitions and Evaluating All-Charter Districts.* Renewals and material revisions of charters are governed by the standards and criteria in *EC* sections 47605 and 47607. As part of the renewal process, CDE staff determines if the district is operating in accordance with the law and terms of its original charter, specifically those terms required by *EC* Section 47605.

Compliance with law and terms of the charter

CDE staff conducted a comprehensive site visit of the AECSD in January 2005. The CDE Charter Schools Division also reviewed documents submitted by the AECSD including an updated charter, specific alternative public school attendance agreements,

AECSD Board minutes, and a positive financial certification from the Fresno County Office of Education. Staff analyzed available AECSD Academic Performance Index (API) data and Adequate Yearly Progress (AYP) reports for the past five years including subgroup data. Results of the most recent Coordinated Compliance Review (CCR) indicate that AECSD is in compliance with all state and federal programs.

Finding 1: Based upon site visit findings, analysis of available data, and review of the documents submitted by the District, CDE finds that the AECSD all-charter district is meeting all the standards and criteria as required in *EC* Section 47605 and is operating in accordance with the law and terms of its charter. Two signed alternative attendance agreements with neighboring districts are in place, and the County Office of Education concurs with the District's positive financial certification and ability to meet financial obligations for the current year and subsequent two years.

Academic Performance

AB 1137 amended *EC* Section 47607 to establish new minimum performance requirements that must be met by charter schools prior to renewal. Commencing on January 1, 2005, or after a charter school has been in operation for four years, whichever is later, a charter school shall meet at least one of the following five specified criteria prior to receiving a charter renewal:

1) Attained its API growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years.
2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
3) Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.
4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
5) Has qualified for an alternative accountability system pursuant to subdivision (h) of *EC* Section 52052.

Finding 2: Based upon API data for the past three years, the academic performance of AECSD meets the minimum criteria for renewal specified in *EC* Section 47607(b).

Other Performance Related Information

API/AYP Over Life of Charter							
	Base	**Growth Target**	**Growth**	**Met Target**	**Met AYP**	**State Rank**	**Sim. School**
2000 - 2001	689	695 (+6)	718 (+29)	Yes	n/a	6	5
2001 - 2002	720	724 (+4)	705 (-15)	No	Yes	5	2
2002 - 2003	691	696 (+5)	695 (+4)	No	Yes	4	3
2003 - 2004	696	701 (+5)	712 (+16)	Yes	Yes	5	2
2004 - 2005	705	710 (+5)					

As part of the evaluation of API data, staff noted two areas of concern related to performance over the term of the current charter. After a relatively impressive increase in their API score the first year of the charter, there was a notable drop in the second year (see above). District staff attributes this drop to the following four factors:

1) There was a significant increase in enrollment for the 2001-02 program year. In 2000-2001 the cumulative enrollment was 180 (P2 attendance report). For 2001-02, the cumulative enrollment increased to 243 (26 percent increase).

2) In 2001-02 there was a 30 percent (3 of10) turnover rate among teachers due to resignations for personal reasons.

3) During this same time frame, a new superintendent was hired resulting in a change in educational leadership.

4) During the 2001-02 school year, the instructional delivery design of the curriculum for middle grade students was changed from a self-contained classroom approach to departmentalization. The school went back to a self-contained classroom approach for these students in January 2003.

Experience has shown that, especially among conversion schools, it is relatively common for academic performance to initially spike upward after chartering and then drop off slightly. In recent years, AECSD's API shows renewed improvement. They only missed their growth target by one in 2002-03 and in 2003-04 they exceeded the target by eleven. The AECSD API is higher than the State average and is also higher than the API of the surrounding districts that students might otherwise attend. It is especially encouraging to note that, with the exception of 2001-02, the school has dramatically exceeded their subgroup growth targets for Hispanic or Latino and Socioeconomically Disadvantaged students in every year since being chartered. The district has also met its AYP criteria for the past three years.

The second area of concern noted by staff is the apparent decline in State and Similar School ranking. Charter Schools Division staff sought the opinion of staff in the Policy

and Evaluation Division to gain a better understanding of why this might occur. Little change in the API Base is one factor that directly affects ranking. More importantly, small schools are highly vulnerable to demographic changes that impact on the formulas used for ranking. This is especially true for the similar school ranking where even slight changes in a school's demographic profile may generate an entirely different list of "similar" schools from across the State. Most of the variables in the formula are beyond the direct control of the school and in the case of AECSD, changes in school mobility, average parent education level, English learners, and participants in free or reduced price lunch generated a list of slightly better schools and consequently lowered their ranking. Given the volatility of the formula and the fact that almost all of the factors are beyond the direct control of the school, staff is of the opinion that in the case of small schools, State and Similar School ranking should not be unduly weighted in consideration of overall performance.

Finding 3: Staff finds that the district has provided a reasonable explanation for the 2001-02 drop in API performance and that measures have been taken both under the current charter and in the revised charter to improve academic performance. Staff also finds that although statewide and similar school rankings should be given some consideration in evaluating the performance of the District, these measures should not be unduly weighted given the size of the school. The API for Alvina Elementary is improving and it is among the best performing elementary schools in this geographic area. The District has consistently met all AYP criteria. CDE staff will continue to monitor academic performance including subgroup data.

Charter Revisions

The charter has been reformatted consistent with SBE model application format. This reformatting has resulted in some rewording or reorganization of information, but such alterations have not materially changed the intent, content, description, or assurances in the original charter. Minor revisions have also been incorporated into the charter to reflect changes in the law, updated performance outcomes and improvements based upon experience gained during the first five years of operating under the charter. These revisions are summarized as follows:

Curriculum and Instructional Design

- **(Page 7)** Core curriculum areas have been defined as English/Language Arts, Math, and Social Studies for grades kindergarten through three.
- **(Page 8 - #3)** The essential elements of the educational design have been revised to include the development of a scaffolding framework for curriculum and instruction which includes: (a) an emphasis on early literacy and basic skills in grades kindergarten through three; (b) an emphasis on the transition from a skill focus to a highly integrated meaning-centered curriculum for students in grades four and five; and (c) emphasis on the application of learning to real world situations with a project based orientation in grades six through eight.

- **(Page 8 - #4)** The essential elements of the educational design have been revised to include an increase in time devoted to curricular mapping, cross-grade level meetings, analysis of assessment data and other professional development opportunities for staff with use of flexible scheduling to facilitate optimal participation.

Plan for English Learners/English Language Development

- **(Page 10)** The charter now identifies use of the *SRA/Open Court Reading* Series for primary grades and the *High Point* Series for grades four through eight to be used for EL instruction in conjunction with the ELL state adopted materials.

Measurable Student Outcomes

- **(Page 12)** Specific requirements have been defined in the charter as the standard for eighth grade graduation.
- **(Page 12)** A new performance outcome has been added to the charter establishing that students identified as English Learners will attain English proficiency as measured by the CELDT test at or above the annual rate determined by the State.

Obtaining Growth Targets on the Academic Performance Index

- **(Page 13)** The plan for maintaining and improving recent student results on the API has been expanded to include the development of reflective strategies for analyzing assessment, identifying data sharing and improving instructional practices.

Dispute Resolution

- **(Page 21)** The description of dispute resolution policies and procedures has been updated to reflect SBE approved procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter, as required by *EC* Section 47605(b)(5)(N).

Closure Protocol

- **(Page 28)** A description of the protocol to be followed should the district lose its charter status has been added to the charter in response to *EC* Section 47605(b)(5)(P).

Conclusion and Recommendation

Staff feels compelled to note that single school districts desiring to be chartered do not have the alternative of authorizing a single school within the district. It is an all or nothing proposition and may only be jointly authorized by the SSPI and the SBE. It should also be noted that small schools are especially vulnerable to demographic changes in the pupil population that may impact the reliability of comparing pupil performance on a year-to-year basis.

Based upon staff review and analysis it is evident that the parents, teachers, students, staff, administrators, and the district board of AECSD strongly support chartering as the means to create an educational structure and climate that (1) offers parents a school of choice, (2) provides a safe and caring school environment, (3) nurtures student's

development, and (4) personalizes the school structure through small class size, grades kindergarten through eight. All constituent groups have collectively developed and approved the charter for renewal based on an evaluation of past performance and examination of future educational goals, objectives and instructional strategies that focus on student growth and achievement.

Staff finds that the AECSD has made good progress toward operationalizing the intent of charter school law as it may be applied to districts, is operating in accordance with the law and terms of its charter, and has met the performance criteria for renewal pursuant to *EC* Section 47607(b). Therefore, CDE recommends approval of the AECSD request and renewal of the charter as an all-charter district for a five-year term commencing in June 2005 and extending to June 2010.

ITEM #35

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

SUBJECT	
Legislative update, including, but not limited to information on legislation introduced in the new 2005-06 Session.	☒ **Action** ☒ **Information** ☐ **Public Hearing**

RECOMMENDATION

This item is presented to the State Board of Education (SBE) for information and action as deemed necessary and appropriate.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The March 2005 legislative update provided to the board included a summary and status of legislative measures from the 2005-2006 legislative session.

SUMMARY OF KEY ISSUES

The legislative measures presented include bills that fall under the seven principles adopted by the SBE members at the September 2004 board meeting, as well as legislation that may be of interest to the SBE.

Since the legislative committees are meeting weekly a last minute memorandum will be submitted to ensure a timely and complete summary of introduced legislation.

May 20, 2005, is the last day for policy committees to meet prior to June 6, 2005. The state budget must be passed by midnight June 15, 2005. The Legislature is scheduled to adjourn for summer recess (provided a budget bill has been enacted) on July 15, 2005, and will reconvene on August 15, 2005.

FISCAL ANALYSIS (AS APPROPRIATE)

Fiscal impact, as appropriate, will be noted in the legislative summary to be included in the last minute memorandum.

ATTACHMENT(S)

Attachment 1: Legislative Update (6 pages). A last minute memorandum will be submitted with an update on the status of this legislation.

Legislative Update

Bills Related to Education Principles

1. Safeguard the State Board of Education adopted academic content standards as the foundation of California's K-12 educational system; the same standards for all children.

AB 726 (Goldberg)
This bill would require the Superintendent, no later than May 1, 2006, to provide a report to the Legislature and the Governor that makes recommendations to prioritize the content standards included in the California Standards Tests, and recommendations as to the amount and types of resources schools will need if they are reasonably to be expected to assist pupils in achieving proficiency in those standards. **This bill is scheduled to be heard in the Assembly Education Committee on April 27, 2005.**

AB 1100 (Mullin)
This bill requires the Superintendent of Public Instruction (SPI) to conduct a periodic review of the statewide content standards, and hold regional hearings to compile opinions from the public and from educators on the relevance of the content standards. The SPI must then take these comments and opinions into consideration and adopt changes as necessary to the statewide performance standards. This bill also requires that there be no more than 15 content standards per subject area for each grade and would remove the authority of the State Board of Education to modify proposed content and performance standards. **This bill passed the Assembly Education Committee with a 9-1vote on March 30, 2005, and was referred to the Assembly Appropriations Committee suspense file on April 6, 2005.**

AB 1246 (Wolk)
This bill would authorize the Superintendent of Public Instruction to adopt pre-kindergarten content standards in reading/language arts, mathematics, history/social science and science. This bill is sponsored by the Superintendent of Public Instruction. **This bill passed the Assembly Education Committee 8-3 on April 20, 2005, and is awaiting a hearing in the Assembly Appropriations Committee.**

2. Insure that curriculum is rigorous, standards-aligned, and research-based utilizing State Board adopted materials or standards-aligned textbooks in grades 9 to 12, to prepare children for college or the workforce.

SB 657 (Escutia) This bill would require the State Board to annually solicit recommendations from school districts of instructional materials for adoption in any subject area in which the Board adopts instructional materials and in English language development. The district recommendations must include a narrative of the evaluation or piloting process of the district and explanation for the recommendation and a

resolution of the local governing board that approves the use of the instructional materials. This bill is the same as SB 1380 from last year, which was vetoed by the Governor. This bill passed the Assembly Education Committee 8-3 on April 20, 2005, and is awaiting a hearing in the Assembly Appropriations Committee. **This bill is scheduled to be heard in the Senate Education Committee on April 27, 2005.**

SCA X1 4 (Perata)
This is a special session bill that proposes to repeal provisions of the State Constitution that require the State Board of Education adopt textbooks for use in grades 1-8. This proposed Constitutional Amendment requires a 2/3 vote of each house in order to be submitted to the voters. The Governor's signature is not required for constitutional amendments. This bill passed the Senate Education Committee on February 23, 2005, with a 9-2 vote. **This bill is awaiting a hearing in the Senate Election, Reapportionment and Constitutional Amendments Committee.**

3. Insure the availability of State Board of Education adopted instructional materials for Kindergarten and grades 1 to 8 and locally adopted standards-aligned instructional materials in grades 9 to 12.

AB 388 (Canciamilla)
This bill would prohibit SBE from adopting basic instructional materials for reading/language arts and mathematics in successive years and requires the SBE to take certain steps to ensure that instructional materials submitted for adoption are offered at a reasonable price. **This bill passed the Assembly Education Committee on April 6, 2005, and was referred to the Assembly Appropriations suspense file on April 13, 2005.**

AB 564 (Karnette)
This is the same as SB 1405 (Karnette, 2004). This bill authorizes the Superintendent of Public Instruction to develop and conduct a review process for high school basic instructional materials in the core courses in grades 9-12 and determine the extent to which these materials are aligned to the content standards adopted by the Board. This bill is sponsored by the Superintendent of Public Instruction. **This passed the Assembly Education Committee 8-3 on April 21, 2005, and is awaiting a hearing in the Assembly Appropriations Committee.**

AB 689 (Nava)
This bill requires the California Department of Education to incorporate exercises and activities related to nutrition and physical activity into the reading, English language development, history/social science, science, and mathematics instructional materials criteria at their next revisions. This bill also requires the State Board of Education, based on recommendations from the Superintendent of Public Instruction, to adopt model content standards for health education by December 1, 2007. **This bill passed the Assembly Education Committee with an 8-2 vote on March 30, 2005, and was referred to the Assembly Appropriations Committee suspense file on April 6, 2005.**

4. Support professional development for teachers on the adopted instructional materials that are used in the classroom.

AB 430 (Nava)
This bill would extend the administrator training program until July 1, 2012, and adds coaching and mentorship assistance for site administrators at all grade levels. This bill is sponsored by the Superintendent of Public Instruction. **This bill passed the Assembly Education Committee 11-0 on April 20, 2005, and is awaiting a hearing in the Assembly Appropriations Committee.**

AB 1032 (Jones)
This bill would provide professional development on reading/language arts and mathematics standards to classroom teachers and aides of preschool age children. This bill is sponsored by the Superintendent of Public Instruction. **This bill passed the Assembly Education committee 11-0 on April 20, 2005, and is awaiting a hearing in the Assembly Appropriations Committee.**

SB 414 (Alquist)
This measure would extend the Mathematics and Reading Professional Development Program for teachers until January 1, 2012. This bill is sponsored by the Superintendent of Public Instruction. **This bill is scheduled to be heard in the Senate Education Committee on April 27, 2005.**

SB 1072 (Simitian)
This bill would consolidate the funding for the English Language Development Institutes, Pre-Intern Teaching Program, Pre-Intern Teaching Academies, Alternative Certification Programs, California School Paraprofessional Teacher Training Program, Education Technology Staff Development Program, the Education Technology Professional Development program, the National Board for Professional Teaching Standards Certification Incentive Program, and the California Peer Assistance and Review Program for Teachers, and would establish the Teacher Support and Development Act of 2006 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. **This bill is scheduled to be heard in the Senate Education Committee on April 27, 2005.**

5. Maintain the assessment and accountability system (including STAR, EAP, CAHSEE, and CELDT).

AB 482 (Hancock)
This bill would require school districts to administer an achievement test to pupils with limited English proficiency who are enrolled in any of grades 2 to 11, in their primary language, and would require these tests to be administered only to limited-English-proficient pupils who either receive instruction in their primary language or have been enrolled in a school in the United States for less than 12 months. **This bill passed the**

Assembly Education Committee10-1on April 13, 2005, and is awaiting a hearing in the Assembly Appropriations Committee.

AB 600 (Hancock)
This bill would declare that it is the intent of the Legislature to enact legislation to replace the current California Standardized Test for grade two under the STAR Program with a locally adopted diagnostic test. **This bill is awaiting referral to a committee.**

B 1409 (Baca)
This bill would exempt a pupil who receives passing scores on the English language arts and mathematics portions of the California Standards Tests, administered while the pupil is enrolled in high school, from the high school exit examination requirement. This bill would require the State Board of Education to designate the passing scores on the California Standards Tests. **This bill passed the Assembly Education Committee 8-3 on April 13, 2005, and is awaiting a hearing in the Assembly Appropriations Committee.**

AB 1531 (Bass)
Would require the State Board of Education on or before February 2006, to review other criteria for evaluating students to obtain a high school diploma who are unable to pass the High School Exit Exam and make a report to the legislature. **This bill is scheduled to be heard in the Assembly Education Committee on April 27, 2005.**

SB 385 (Ducheny)
This measure makes required technical changes to SB 1448, with regard to English learners-who gets tested, extending the primary language requirement to 2011, the release of 25 percent of California Standardized Test (CST) items, and collaboration with higher education on CSTs, while not extending the sunset date for grade 2 CST testing. **This bill passed the Senate Education Committee 7-1 on April 20, 2005, and is scheduled to be heard in the Senate Appropriations Committee on May 2, 2005.**

SB 517 (Romero)
This bill would declare that it is the intent of the Legislature to delay the effective date of the California High School Exit Examination requirement until specified conditions have been satisfied, including the consideration and adoption by the Legislature and implementation by the state of a plan to provide adequate resources for its public schools and a determination that the examination meets specified ethical standards. (Spot bill) **This bill is scheduled to be heard in the Senate Education Committee on April 27, 2005.**

SB 586 (Scott)
This measure intends to clean up one part of SB 1448 (Alpert, 2004) by clarifying that the carrying on of a program of specific preparation of a pupil for the statewide pupil assessment program or a particular test used in the statewide pupil assessment program is prohibited. **This bill is scheduled to be heard in the Senate Education Committee** on April 27, 2005.

SB 755 (Poochigian)
This measure makes required technical changes to SB 1448, with regard to English learners-who gets tested, extending the primary language requirement to 2011, the release of 25 percent of CST items, and collaboration with higher education on CSTs, prohibits specific preparation of the four statewide assessment program and extends the grade 2 CST sunset to 2011. This bill is the Department of Finance vehicle to clean up all provisions of SB 1448. **This bill is scheduled to be heard in the Senate Education Committee on April 27, 2005.**

6. Insure that the California Commission on Teacher Credentialing (CTC) and all teacher training institutes use State Board adopted standards as the basis for determining the subject matter competency of teacher candidates.

AB 693 (Goldberg)
This bill would require the Commission on Teacher Credentialing to ensure that teacher preparation programs include a component on career technical education. (Spot bill) **This bill is scheduled to be heard in the Assembly Education Committee on April 27, 2005.**

7. Strengthen coordination between K-12 and higher education.

SB 964 (Scott)
This bill states Legislative intent to strengthen coordination between community colleges and high schools in California for the purpose of developing fully articulated, industry-driven career technical education curricula. **This bill is awaiting a committee assignment in the Senate Rules Committee.**

AB 707 (Hancock)
This bill would authorize the governing boards of school districts to provide a comprehensive educational counseling program for all students in the district, including an academic and career exploration plan, by the end of 9th grade. The plan would include a sequence of courses necessary to meet the requirements for entry into postsecondary education, as well as a sequence of courses or career exploration activities to provide awareness of career opportunities and/or preparation for entry into the workforce. In addition, the plan would include the participation in small learning communities, academies, partnership academies or other career-related programs to achieve the goals of the individualized plan. **This bill is scheduled to be heard in the Assembly Education Committee on May 4, 2005.**

SB 635 (Alarcon)
This bill establishes "education empowerment zones" in economically and educationally challenged areas with the goal of increasing economic development, closing the education achievement gap, and improving graduation rates and university admissions (along with other specified goals) for pupils in the zones. Regents would be authorized to grant preferences in admissions to students from the education empowerment zones. **This bill is scheduled to be heard in the Senate Education Committee on April 27, 2005.**

Other Bills of Interest to the State Board

AB 172 (Chan) Universal Preschool
States the intent of the Legislature to establish and provide a voluntary preschool-for-all system. In addition, AB 172 will require the Superintendent to prepare a report and submit it to the Legislature before January 1, 2007, regarding the types of preschool programs that receive funding, including data relating to the geographic and income distribution of participants in these programs**.** (Spot bill) **This bill passed the Assembly Education Committee 8-3 on April 20, 2005, and is awaiting a hearing in the Assembly Appropriations Committee.**

AB 1608 (Liu)
This bill would require the governing board of a school district maintaining a middle school or junior high school to prescribe courses of study designed to provide the skills and knowledge required for adult life for pupils attending the schools within its school district. This bill is sponsored by the Governor. **This bill scheduled to be heard in the Assembly Education Committee on April 27, 2005.**

AB 1609 (Liu)
The bill adds an assessment of career-technical education data measures to the school accountability report card. This bill is sponsored by the Governor. **This bill passed the Assembly Education Committee 10-0 on April 13, 2005, and is awaiting a hearing in the Assembly Appropriations Committee.**

AB 1662 (Lieber)
This bill would conform state law to the new federal Individuals with Disabilities Education Act (IDEA) Reauthorization 2004 provisions, which consist of moving from strictly procedural compliance to improved outcomes; monitoring through the use of data and other processes child find, Free Appropriate Public Education in the Least Restrictive Environment, transition, disproportionate identification, and outcomes in reading, math, and science; improving opportunities for resolution through less litigious means, including Alternative Dispute Resolution, mediation, and local dispute resolution; more choice for parents; major changes in the Individualized Education Plan (IEP) and two waiver opportunities for paperwork reduction and three-year IEP options. **This bill is scheduled to be heard in the Assembly Education Committee on May 4, 2005.**

SCA X1 1 (Runner)
This bill, a part of the Governor's education package, would require that any employment decision, as defined, by a school district, including a county office of education or charter school, be based solely on employee performance, as assessed annually, and on the needs of the school district and its pupils, and would provide that employee seniority may not be considered in making an employment decision, as defined. As to administrators and teachers, the measure would require that performance be assessed based upon an appropriate combination, as determined by the governing board of the school district, of individual annual performance evaluations and improvements in pupil academic achievement as measured by state-adopted standardized tests. This bill requires a 2/3 vote of each house in order to be submitted to the voters. The Governor's signature is not required for constitutional amendments. **This bill was held in the Senate Education Committee on February 28, 2005, and was re-referred to the Senate Education Committee.**

State of California Department of Education

LAST MINUTE MEMORANDUM

DATE: May 6, 2005

TO: MEMBERS, STATE BOARD OF EDUCATION

FROM: Andrea Ball, Director
Government Affairs

RE: Item No. 35

SUBJECT: Legislative Update: Including, but not limited to information on legislation introduced in the 2005-06 legislative session.

Attached is a summary of legislative measures which fall under the seven principles adopted by the State Board of Education in September of 2004.

April 29, 2005, was the last day for policy committees to hear and report fiscal bills to fiscal committees. May 20, 2005, is the last day for policy committees to hear non-fiscal bills and report bills to the floor of each respective house. May 27. 2005, is the last day for fiscal committees to hear and report bills to the floor of each respective house. June 3, 2005, is the last day for each house to pass bills off their floor. The state budget must be passed by midnight June 15, 2005. The Legislature is scheduled to adjourn for summer recess (provided a budget bill has been enacted) on July 15, 2005, and will reconvene on August 15, 2005.

Legislative Update

Bills Related to State Board of Education Principles

1. Safeguard the State Board of Education adopted academic content standards as the foundation of California's K-12 educational system; the same standards for all children.

AB 726 (Goldberg)
This bill would require the Superintendent, no later than May 1, 2006, to provide a report to the Legislature and the Governor that makes recommendations to prioritize the content standards included in the California Standards Tests, and recommendations as to the amount and types of resources schools will need if they are reasonably to be expected to assist pupils in achieving proficiency in those standards. **This bill passed out of the Assembly Education Committee on April 27, 2005 with a vote of 7-4 and was referred to the Assembly Appropriations Committee suspense file on May 4, 2005.**

AB 1100 (Mullin)
This bill requires the Superintendent of Public Instruction (SPI) to conduct a periodic review of the statewide content standards, and hold regional hearings to compile opinions from the public and from educators on the relevance of the content standards. The SPI must then take these comments and opinions into consideration and adopt changes as necessary to the statewide performance standards. This bill also requires that there be no more than 15 content standards per subject area for each grade and would remove the authority of the State Board of Education to modify proposed content and performance standards. **This bill passed the Assembly Education Committee with a 9-1vote on March 30, 2005, and was referred to the Assembly Appropriations Committee suspense file on April 6, 2005.**

AB 1246 (Wolk)
This bill would authorize the Superintendent of Public Instruction to adopt preschool learning standards and develop curriculum guides in reading/language arts, mathematics, history/social science and science. This bill is sponsored by the Superintendent of Public Instruction. **This bill passed the Assembly Education Committee 8-3 on April 20, 2005, and was referred to the Assembly Appropriations Committee suspense file on May 4, 2005.**

2. Insure that curriculum is rigorous, standards-aligned, and research-based utilizing State Board adopted materials or standards-aligned textbooks in grades 9 to 12, to prepare children for college or the workforce.

SB 657 (Escutia) This bill would require the State Board to annually solicit recommendations from school districts of instructional materials for adoption in any subject area in which the Board adopts instructional materials and in English language development. The district recommendations must include a narrative of the evaluation

or piloting process of the district and explanation for the recommendation and a resolution of the local governing board that approves the use of the instructional materials. This bill is the same as SB 1380 from last year, which was vetoed by the Governor. This bill passed the Assembly Education Committee 8-3 on April 20, 2005, and is awaiting a hearing in the Assembly Appropriations Committee. **This bill passed the Senate Education Committee 7-4 on April 27, 2005, and is awaiting a hearing in the Senate Appropriations Committee.**

SCA X1 4 (Perata)
This is a special session bill that proposes to repeal provisions of the State Constitution that require the State Board of Education to adopt textbooks for use in grades 1-8. This proposed Constitutional Amendment requires a 2/3 vote of each house in order to be submitted to the voters. The Governor's signature is not required for constitutional amendments. **This bill passed the Senate Education Committee on February 23, 2005, with a 9-2 vote. This bill is awaiting a hearing in the Senate Election, Reapportionment and Constitutional Amendments Committee.**

3. Insure the availability of State Board of Education adopted instructional materials for Kindergarten and grades 1 to 8 and locally adopted standards-aligned instructional materials in grades 9 to 12.

AB 388 (Canciamilla)
This bill would prohibit SBE from adopting basic instructional materials for reading/language arts and mathematics in successive years and requires the SBE to take certain steps to ensure that instructional materials submitted for adoption are offered at a reasonable price. **This bill passed the Assembly Education Committee on April 6, 2005, and was referred to the Assembly Appropriations suspense file on April 13, 2005.**

AB 564 (Karnette)
This is the same as SB 1405 (Karnette, 2004). This bill authorizes the Superintendent of Public Instruction to develop and conduct a review process for high school basic instructional materials in the core courses in grades 9-12 and determine the extent to which these materials are aligned to the content standards adopted by the Board. This bill is sponsored by the Superintendent of Public Instruction. **This passed the Assembly Education Committee 8-3 on April 21, 2005, and was referred to the Assembly Appropriations Committee suspense file on May 4, 2005.**

AB 689 (Nava)
This bill requires the State Board of Education, based on recommendations from the Superintendent of Public Instruction, to adopt model content standards for health education by December 1, 2007. **This bill passed the Assembly Education Committee with an 8-2 vote on March 30, 2005, and was referred to the Assembly Appropriations Committee suspense file on April 6, 2005.**

4. Support professional development for teachers on the adopted instructional materials that are used in the classroom.

AB 430 (Nava)
This measure extends the sunset date for the Principal Training Program from July 1, 2006 to July 1, 2012, and renames the program, "the Administrator Training Program." The bill expands eligibility for the program to include other curriculum and instructional leaders who support principals and includes training on English Language Learners and students with disabilities. **This bill passed the Assembly Education Committee 11-0 on April 13, 2005, and was referred to the Assembly Appropriations Committee suspense file on April 20, 2005.**

AB 1032 (Jones)
This bill would provide professional learning on reading/language arts, mathematics, history/social science and science learning standards to classroom teachers and aides of preschool age children. This bill is sponsored by the Superintendent of Public Instruction. **This bill passed the Assembly Education committee 11-0 on April 20, 2005, and will be heard in the Assembly Appropriations Committee on May 11, 2005.**

SB 414 (Alquist)
This measure would extend the Mathematics and Reading Professional Development Program for teachers until January 1, 2012 and would add science instruction to the subject matter of the existing program. This bill is sponsored by the Superintendent of Public Instruction. **This bill passed out of the Senate Education Committee on April 28, 2005, and will likely be heard in the Senate Appropriations Committee on May 23, 2005.**

SB 428 (Scott)
SB 428 (Scott) makes changes to the categorical program block grants established in AB 825 (Firebaugh, Chapter 871, Statutes of 2004). The measure adds specified supplemental instruction ("summer school") programs to the Pupil Retention Block Grant for grade 2 - 9 pupils, who are recommended to be held back in grade level, and to pupils in grades 7-12, who are unlikely to pass the high school exit examination. It also changes the program growth calculation and repeals provisions that withhold 25% of block grant funding until the mandated supplemental instruction program costs are fully covered. SB 428 also adds the Mathematics and Reading Professional Development Program (AB 466) to the Professional Development Block Grant. **This bill passed the Senate Education Committee 10-1 on April 27, 2005, and is awaiting a hearing in the Senate Appropriations Committee.**

SB 1072 (Simitian)
This bill would consolidate the funding for the English Language Development Institutes, Pre-Intern Teaching Program, Pre-Intern Teaching Academies, Alternative Certification Programs, California School Paraprofessional Teacher Training Program, Education Technology Staff Development Program, the Education Technology Professional

Development program, the National Board for Professional Teaching Standards Certification Incentive Program, and the California Peer Assistance and Review Program for Teachers, and would establish the Teacher Support and Development Act of 2006 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. **This bill passed out of the Senate Education Committee on April 27, 2005 and was referred to Senate Appropriations Committee.**

5. Maintain the assessment and accountability system (including STAR, EAP, CAHSEE, and CELDT).

AB 482 (Hancock)
This bill would require school districts to administer an achievement test to pupils with limited English proficiency who are enrolled in any of grades 3 to 11, in their primary language, and would require these tests to be administered only to limited-English-proficient pupils who either receive instruction in their primary language or have been enrolled in a school in the United States for less than 12 months. **This bill passed the Assembly Education Committee with a vote of 10-1 on April 13, 2005, and will be heard in Assembly Appropriations Committee May 11, 2005.**

AB 600 (Hancock)
This bill would declare that it is the intent of the Legislature to enact legislation to replace the current California Standardized Test for grade two under the STAR Program with a locally adopted diagnostic test. **This bill is awaiting referral to a committee.**

AB 1409 (Baca)
This bill would exempt a pupil who receives passing scores on the English language arts and mathematics portions of the California Standards Tests, administered while the pupil is enrolled in high school, from the high school exit examination requirement. This bill would require the State Board of Education to designate the passing scores on the California Standards Tests. This bill would require the Superintendent of Public Instruction to establish the comparable level of difficulty of the California Standards Tests as compared to the high school exit examination. **This bill passed the Assembly Education Committee 8-3 on April 13, 2005, and was referred to the Assembly Appropriations Committee suspense file on April 27, 2005.**

AB 1531 (Bass)
Would require the State Board of Education on or before February 2006, to review other criteria for evaluating students to obtain a high school diploma who are unable to pass the High School Exit Exam and make a report to the legislature. **This bill passed the Assembly Education Committee 8-2 on April 27, 2005, and is awaiting a hearing in the Assembly Appropriations Committee.**

SB 385 (Ducheny)
This bill would require school districts to administer an achievement test to pupils with limited English proficiency who are enrolled in any of grades 3 to 11, in their primary language, and would require these tests to be administered only to limited-English-proficient pupils who either receive instruction in their primary language or have been enrolled in a school in the United States for less than 12 months. **This bill passed the Senate Education Committee 7-1 on April 20, 2005, and was referred to the Senate Appropriations Committee suspense file on May 2, 2005.**

SB 517 (Romero)
This bill would declare that it is the intent of the Legislature to delay the effective date of the California High School Exit Examination requirement until specified conditions have been satisfied, including the consideration and adoption by the Legislature and implementation by the state of a plan to provide adequate resources for its public schools and a determination that the examination meets specified ethical standards. **This bill passed the Senate Education Committee 7-3 on April 27, 2005, and is awaiting a hearing in the Senate Appropriations Committee.**

SB 586 (Scott)
This measure intends to clean up one part of SB 1448 (Alpert, 2004) by clarifying that the carrying on of a program of specific preparation of a pupil for the statewide pupil assessment program or a particular test used in the statewide pupil assessment program is prohibited. **This bill passed the Senate Education Committee 11-0 on May 4, 2005.**

SB 755 (Poochigian)
This measure makes required technical changes to SB 1448, with regard to English learners who get tested, extending the primary language requirement to 2011, the release of 25 percent of CST items, and collaboration with higher education on CSTs, prohibits specific preparation of the four statewide assessment program and extends the grade 2 CST sunset to 2011. This bill is the Department of Finance vehicle to clean up all provisions of SB 1448. This measure was amended out of the Senate Education Committee to delete the grade two extension. **This bill passed the Senate Education Committee 10-0 on April 28, 2005, and is awaiting a hearing in the Senate Appropriations Committee.**

6. Insure that the California Commission on Teacher Credentialing (CTC) and all teacher training institutes use State Board adopted standards as the basis for determining the subject matter competency of teacher candidates.

AB 693 (Goldberg)
This bill has been amended to require the Commission on Teacher Credentialing, instead of the California Postsecondary Education Commission, to conduct a study regarding the manner in which any or all components of skills identified by the Secretary of Labor's Commission on Achieving Necessary Skills (SCANS) report can be included in teacher training programs. The intent is to better prepare students for the workforce. The report would be due to the Legislature on or before January 1, 2007. **This bill**

passed the Assembly Education Committee 7-1, with amendments, on May 4, 2005, and is scheduled for a hearing on May 11, 2005, in the Assembly Appropriations Committee.

7. Strengthen coordination between K-12 and higher education.

SB 964 (Scott)
This bill states Legislative intent to strengthen coordination between community colleges and high schools in California for the purpose of developing fully articulated, industry-driven career technical education curricula. **This bill is awaiting a committee assignment in the Senate Rules Committee.**

AB 707 (Hancock)
This bill would authorize the governing boards of school districts to provide a comprehensive educational counseling program for all students in the district, including an academic and career exploration plan, by the end of 9th grade. The plan would include a sequence of courses necessary to meet the requirements for entry into postsecondary education, as well as a sequence of courses or career exploration activities to provide awareness of career opportunities and/or preparation for entry into the workforce. In addition, the plan would include the participation in small learning communities, academies, partnership academies or other career-related programs to achieve the goals of the individualized plan. **This bill passed the Assembly Education Committee 8-3 on May 4, 2005 and is awaiting a hearing in the Assembly Appropriations Committee.**

Other Bills of Interest to the State Board

AB 172 (Chan) Universal Preschool
States the intent of the Legislature to establish and provide a voluntary preschool-for-all system. In addition, AB 172 will require the Superintendent to prepare a report and submit it to the Legislature before January 1, 2007, regarding the types of preschool programs that receive funding, including data relating to the geographic and income distribution of participants in these programs**.** In addition, the Superintendent shall convene a committee to develop a plan to coordinate the capacity and efficiency of the state system of postsecondary education for the purpose of preparing and training high quality staff in preschool programs. **This bill passed the Assembly Education Committee 8-3 on April 20, 2005, and passed out of the Assembly Higher Education Committee 5-1on April 28, 2005 and is scheduled for a hearing on May 11, 2005, in the Assembly Appropriations Committee.**

AB 1608 (Liu)
This bill would require the governing board of a school district maintaining a middle school or junior high school to prescribe courses of study designed to provide the skills and knowledge required for adult life for pupils attending the schools within its school district. This bill is sponsored by the Governor. **This bill passed the Assembly Education Committee 10-0 on April 27, 2005, and is scheduled for a hearing on May 11, 2005, in the Assembly Appropriations Committee.**

AB 1609 (Liu)
The bill adds an assessment of career-technical education data measures to the school accountability report card. This bill is sponsored by the Governor. **This bill passed the Assembly Education Committee 10-0 on April 13, 2005, and was referred to the Assembly Appropriations Committee Suspense File on April 27, 2005.**

AB 1662 (Lieber)
This bill would conform state law to the new federal Individuals with Disabilities Education Act (IDEA) Reauthorization 2004 provisions, which consist of moving from strictly procedural compliance to improved outcomes; monitoring through the use of data and other processes child find, Free Appropriate Public Education in the Least Restrictive Environment, transition, disproportionate identification, and outcomes in reading, math, and science; improving opportunities for resolution through less litigious means, including Alternative Dispute Resolution, mediation, and local dispute resolution; more choice for parents; major changes in the Individualized Education Plan (IEP) and two waiver opportunities for paperwork reduction and three-year IEP options. **This bill passed the Assembly Education Committee 11-0 on May 4, 2005, and is awaiting a hearing in the Assembly Appropriations Committee.**

SB 912 (Ducheny)
Requires that four members of the State Board of Education (SBE) be appointed by the Governor and meet specific criteria. The remaining six members of the SBE shall be appointed by school districts in six regions of the state. The four gubernatorial appointees must be a public school teacher who works or has worked with English language learners, a classified employee currently employed by a school district, a parent or legal guardian of a child enrolled in public school, and a pupil representative enrolled in a public school at the time of appointment. **This bill passed the Senate Education Committee 7-4 and is awaiting a hearing in the Senate Appropriations Committee.**

SCA X1 1 (Runner)
This bill, a part of the Governor's education package, would require that any employment decision, as defined, by a school district, including a county office of education or charter school, be based solely on employee performance, as assessed annually, and on the needs of the school district and its pupils, and would provide that employee seniority may not be considered in making an employment decision, as defined. As to administrators and teachers, the measure would require that performance be assessed based upon an appropriate combination, as determined by the governing board of the school district, of individual annual performance evaluations and improvements in pupil academic achievement as measured by state-adopted standardized tests. This bill requires a 2/3 vote of each house in order to be submitted to the voters. The Governor's signature is not required for constitutional amendments. **This bill was held in the Senate Education Committee on February 28, 2005, and was re-referred to the Senate Education Committee.**

ITEM #36

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

SUBJECT	
Standardized Testing and Reporting (STAR) Program: Including, but not limited, to Program Update	☒ **Action** ☒ **Information** ☐ **Public Hearing**

RECOMMENDATION

The following item is provided to the State Board of Education (SBE) for information and action as deemed necessary and appropriate.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The initial California Legislation authorizing the STAR Program was signed into law during September 1997. Since the initial authorization, SBE has designated the achievement test, initially the Stanford 9 and currently the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) and the primary language achievement test Spanish Assessment of Basic Education, Second Edition (SABE/2); adopted regulations for the Program; approved and monitored the development of the California Standards Tests (CSTs) and the California Alternate Performance Assessment (CAPA); adopted performance levels for the CSTs and the CAPA; and approved a plan to release questions from the CSTs each year beginning with the 2003 administration.

SBE also established the test administration window for the STAR Program. Annually, all students in grades two through eleven are tested within a 21-day window based on each school's or program's instructional year. The 21-day window includes the ten instructional days before and the ten instructional days after the day on which eighty-five percent of each school's or program's instructional days are completed.

SUMMARY OF KEY ISSUES

Grade 4 and 7 Writing Test (Writing Applications Standards)

California Code of Regulations, Title 5, Education, requires that the writing test be administered only on the days specified annually by the State Superintendent of Public Instruction (SSPI). The 2005 writing tests were administered on March 2 with make-up on March 3 for all schools and programs in session on those dates. Schools and programs not in session on March 2 or 3 administered the test on April 26 with make-up on April 27. Educational Testing Service (ETS) is currently scoring the tests from both administrations. The points assigned to the writing test are added to the number of multiple-choice questions answered correctly to produce each student's total California English-Language Arts Standards Test score.

SUMMARY OF KEY ISSUES

Multiple-choice Testing Continues through August
Schools began administering the *California Standards Tests* (CSTs), the *California Alternate Performance Assessment* (CAPA), the *California Achievement Tests, Sixth Edition Survey* (CAT/6 Survey), and the *Spanish Assessment of Basic Education, Second Edition* (SABE/2) during early March and testing will continue through August. As of April 29, 2005 more than 1.5 million students had completed testing. The state expects to test approximately 5 million students this year.

The California Report for Teachers
During April, ETS held focus group meetings with teachers to discuss how the information in the California Reports for Teachers is being used. During the meetings, participants were also asked to discuss any suggestions they had that might make the reports more useful. ETS is currently summarizing the comments and recommendations from the meetings, so recommendations for changes and any associated costs are not yet available. Information from the meetings will be presented during the May meeting.

Using CSTs to Measure Growth
The CSTs were developed to assess the academic content standards for each grade and course and include questions only for each specific grade or course. Districts have been cautioned that the tests are not designed to compare scores across years from one grade to the next. District testing directors and school administrators have asked for ways to make grade-to-grade comparisons for individual students and cohorts of students. During April, ETS interviewed district test directors to determine what types of comparisons would be useful, as well as the materials and services they would need to use the test results more effectively. CDE and ETS used the information from the interviews to formulate discussion questions for a district testing director task force meeting that was also held in April. Information from the interviews and meeting is being summarized, and CDE and ETS will present options for tracking student growth at May County and District Evaluator Meetings.

Assessment Review Panel Meetings
ETS will begin working with the CST Assessment Review Panels (ARPs) to review new test questions that will be field-tested during spring 2006. All field-test questions are embedded within the operational test forms to minimize the impact of testing time required for schools.

FISCAL ANALYSIS (AS APPROPRIATE)

There are no fiscal implications because these costs are covered in the STAR contract.

ATTACHMENT(S)

None

ITEM #37

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

SUBJECT	
Standardized Testing and Reporting (STAR) Program: Approval of the Amendment to the Educational Testing Service (ETS) Contract for the Initial Development and Field Testing of the Standards-Based Test in Spanish (STS)	☒ **Action** ☐ **Information** ☐ **Public Hearing**

RECOMMENDATION

CDE recommends approval of the amended 2005-06 ETS scope of work to include the initial development and field testing of the STS.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) approved extending the ETS contract for the California Standards Tests (CSTs), and the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) from July 1, 2005, through December 21, 2006, and the scope of work for the extension at the November 2004 SBE meeting. At the April 2005 SBE meeting, SBE directed CDE to amend the 2005-06 scope of work (SOW) to include the initial development and field testing of the STS.

SUMMARY OF KEY ISSUES

Initially, the development and field testing of the STS was included in a Request for Submission along with the request for a new designated primary language test (DPLT). The rationale for separating the two tests, described in the April 2005 last minute SBE item, included the following:

(1) This is in keeping with previous SBE action to bring the STAR standards-based assessments under the same contract;
(2) There is potential cost savings due to the elimination of duplicative tasks such as data reporting, item bank protocols, and delivery of testing materials;
(3) Beginning the development of the STS in the current STAR contractor's contract ensures meeting the timeline for implementation.

CDE has asked ETS to provide the detail and costs for implementing this change to their contract.

FISCAL ANALYSIS (AS APPROPRIATE)

The budget appropriation for developing and administering the STS is three million dollars per fiscal year.

ATTACHMENT(S)

The amended SOW and the cost for the initial development and field testing of the STS will be provided in a last minute memorandum.

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: May 9, 2005

TO: MEMBERS, STATE BOARD OF EDUCATION

FROM: Geno Flores, Deputy Superintendent
Assessment and Accountability Branch

RE: Item No. 37

SUBJECT: Standardized Testing and Reporting (STAR) Program: Approval of the Amendment to the Educational Testing Service (ETS) Contract for the Initial Development and Field Testing of the Standards-Based Test in Spanish (STS)

Attachment 1: Amendment to the Educational Testing Service Scope of Work for the Initial Development and Field-Testing of the Standards-Based Test in Spanish. (24 Pages)

Amendment to Educational Testing Service 2006 Contract
Scope of Work Section A for the Initial Development and Field Testing of the Standards-Based Test in Spanish

Introduction

ETS will develop Standards-based Tests in Spanish (STS) aligned to the California Academic Content Standards for English-Language Arts (ELA) and mathematics for grades 2, 3, and 4 to be field tested in spring 2006. ETS proposed developing the STS's rather than using translated CST items for the following reasons:

1. The students who will be taking the STS will also be taking the CST appropriate to the grade level. If translated CST items were used for the STS, in effect, these students would be taking the same items twice, once in Spanish and once again in English. Even if an older version of the CST were used as the basis for translation, there would still be many items in common with the current CST due to the 50 percent per year retention of items.

2. CST reading items could not be directly translated, but rather would have to be adapted to Spanish ("transadaptation"). Transadaptation carries with it the same problem mentioned above as well as the need to adapt English CST items to avoid idiomatic expressions. Even mathematics items cannot be directly translated in all cases. International Survey Tests that attempt to test students in several countries are designed with an eye toward avoiding concepts and expressions that may differ in meaning from language to language.

3. The trend in second language testing of reading and language arts appears to be away from transadaptation and toward new test development. The Harcourt Educational Measurement Spanish Achievement Test, Aprenda, was developed from scratch. More recently, the new Texas TAKS test in Spanish is being developed from scratch.

The STS tests will be part of the operational STAR test administration in 2007. The purpose of these tests is to permit students to demonstrate achievement of the California Academic Content Standards in ELA and mathematics through a primary language test (i.e., Spanish). California *Education Code* Section 60640 states specifically that a test in reading-language arts be developed in Spanish. The standards tested on the reading/language arts STS will be a subset of the ELA content standards.

The ETS item development plan is described in the following scope of work, which includes both a plan for creation of new items for reading-language arts and mathematics and an item utilization plan. The item utilization plan indicates the rationale for developing the number of items needed operationally, accounting for item attrition, item release, and item obsolescence. The item development plan will also take into consideration that items to be developed will be comparable in rigor to the ELA and

math CST items. ETS will develop items having a range of difficulty, also similar to the CST items. ETS will report to the California Department of Education (CDE) and State Board of Education (SBE) twice in 2006 on the status of the item utilization plan. As with the Standardized Testing and Reporting (STAR) Program, California High School Exit Examination (CAHSEE), and California Alternate Performance Assessment (CAPA) Programs, the ETS item development processes will meet the criteria described in the "Standards for Educational and Psychological Testing" (1999, NCME/AERA/APA) as well as ETS's own standards elucidated in the booklet titled *ETS Standards for Quality and Fairness.* All items will be reviewed by an STS Assessment Review Panel (ARP) for content and alignment to standards as well as by the Statewide Pupil Assessment Review Panel (SPAR) for compliance with California *Education Code* Section 60614 to ensure that no test questions shall contain any questions that "solicit or invite disclosure of a pupil's, or his or her parents' or guardians', personal beliefs or practices in sex, family life, morality, or religion, nor shall it contain any question designed to evaluate personal behavioral characteristics, including, but not limited to , honesty, integrity, sociability, or self-esteem."

The final deliverables for this scope of work are STS field test forms for 2006 testing at grades 2, 3, and 4 and the scoring and reporting on those field test items so that the state has a pool of items sufficient to construct operational forms for 2007 testing. The items will be delivered to the state in the existing California item bank. All STS items will be owned by CDE. Not included in this scope of work are the field test items to be embedded in the 2007 operational forms or the construction of the 2007 operational forms.

ETS will hold an initial planning meeting with CDE/SBE staff and test liaisons to discuss implementation of this scope of work.

A. Item Development Overview

ETS will use appropriate item development practices in preparing new items for the STS that will ultimately result in the most valid and reliable tests possible: tests that are aligned with the California academic content standards and the STS test and item specifications.

ETS will be responsible for obtaining, on behalf of the state and in the name of the CDE, any required third-party permissions for passages or artwork used in the STS, specifying electronic and paper permissions. Permissions must be valid for at least eight years with a review and reapplication in the year prior to expiration.

A.1 Item Development Procedures

ETS will follow the steps for item development currently in place for development of the California Standards Tests, with slight modifications to accommodate a reading/language arts and math test in Spanish.

The major steps in the ETS item and test development process will be:

1. The STS team members will analyze the California academic content standards and the CSTs in ELA and mathematics to determine draft recommended blueprints. Each draft blueprint will indicate proposed standards to be assessed, proposed reporting categories, and proposed numbers of items for each standard and reporting category.
2. At least two different draft blueprints for each content area will be created, accompanied by brief statements of the underlying rationales for each blueprint. ETS may provide more than one suggested draft blueprint so that the state will have more than one concept to review.
3. ETS will include with the draft blueprints a comparison between the CST blueprints and the proposed STS blueprints to indicate which of the ELA content standards are able to be assessed in Spanish.
4. The STS team members will develop draft summary item specifications for the standards in the draft blueprints. The purpose of these documents will be to give the CDE an opportunity to evaluate the way(s) each standard might be tested, given the purpose of the STS. ETS proposes that this document, once approved by CDE, provide the basis for discussion with the ARPs when they evaluate the draft blueprint(s). If CDE approves, the summary item specifications will be expanded. The expanded item specifications will serve to help train and guide item writers and help guide the work of the ARP in reviewing STS items. These documents will be written in English but will contain sample stems and/or items written in Spanish, with accompanying first-draft English translations.
5. The draft recommended blueprints and draft summary item specifications will be submitted for review by CDE and then the ARPs, with accompanying first-draft English translations.
6. CDE and the ARPs will approve the draft blueprints and item specifications, and the recommended blueprints will be submitted to the SBE for approval.
7. The STS item development team for reading/language arts will initiate and supervise the selection and writing of passages for the passage-based reading section of the STS.
8. The STS item development team will identify potential item writers, prepare item writer training materials, conduct training, and supervise the writing of items. The item writer training materials will be submitted to CDE/SBE test liaisons for review and approval.
9. The STS item development team will work with the ARP to develop style guidelines for reading-language arts and mathematics in Spanish.
10. Qualified educators from California will be members of the item writer pool and will be given preference over other potential item writers. All items will be written in Spanish, not translated from English.
11. The STS team will prepare items electronically to include answer key, item type, standard and standard code, and associated artwork and graphics.
12. The STS bilingual and biliterate content and editorial teams will conduct rigorous internal ETS reviews of the items for alignment to the California content

standards, technical quality, content, adherence to the specifications, and clarity and correctness of language.

13. Trained ETS content area assessment specialists who are biliterate in Spanish will review items to ensure that they are free of bias or sensitivity problems.
14. California educators acting as consultants to ETS will review the correctness and appropriateness of the Spanish language used in each item. These educators will be approved by CDE/SBE test liaisons and hired by ETS.
15. ETS will prepare the items for review by the CDE and the ARPs. The preparations will include preparing first-draft English translations for the benefit of reviewers who do not know Spanish. The ARPs will review for content (alignment to content standards, difficulty, construct, bias, and technical quality) and use of the Spanish language. ETS STS team members will facilitate these reviews.
16. The lead content area assessment specialists will make all agreed-upon edits to the items and artwork, as recommended by the ARPs and approved by CDE.
17. The items will be placed in the California item bank in their final form.
18. ETS will retranslate all items that were changed by the ARP into English for review by the Statewide Assessment Review Panel (SPAR). The items will be presented to the panel in first-draft English translations.
19. The SPAR Panel will review all items in the first-draft English translations.
20. ETS will construct and administer field-test forms for field-testing according to a CDE-approved field-test design.
21. After the items have been field tested and scored, the associated statistical data will be placed in the California item bank.

Each of the ETS item development steps is discussed in detail in the following pages. In every aspect of this scope of work, ETS will work closely with the CDE under the direction of the SBE, making recommendations when requested but implementing the program as directed by the Scope of Work. The foundational documents for all work on the STS will be the California content standards for ELA and mathematics. The processes ETS will use, under the direction of the CDE and SBE, are designed to provide test items and stimuli of equal rigor to the CSTs at the corresponding grade levels.

A.3 Timeline

The table below gives an overview of the timeline for the work described in this document, with a proposed field test to be given in March 2006. The scoring of the field test items and the report to CDE are not shown in the overview but would follow up to eight weeks after receipt of all test materials and answer documents.

STS Overview Timeline

May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
SBE approval of SOW										
ARP selection, invitation										
	Development of blueprints, test specifications									
	ARP meeting to review blueprints, specs	SBE approval of blueprints	CDE approval of test specs							
		Item and passage development								
			ARP meeting to review 675 items		ARP meeting to review 675 items					
					Field test forms construction	Field test page composition	Test book printing, packaging, shipping			
							DFA development, printing, and shipping			
										Field test

A detailed timeline will be found in section E.9 below.

A.4 ETS Personnel

The ETS senior program management team for the STAR Pogram, consisting of George Powell, Susan Swann, and Linda Stoneall, will oversee all aspects of the STS item development project. Jesse Markow, the STAR Item Development Coordinator, who will direct the work of the San Antonio item development staff, will assist them. An ETS lead psychometrician will also be assigned to the STS management team.

ETS will assign the following Assessment Development employees to the development of the Standards Tests in Spanish. Resumes for these individuals will be sent to CDE.

Laura Perez, who is ETS's assessment director for English language arts assessment, will oversee the item development for both reading-language arts and mathematics.

Other staff members are shown in the following table.

Reading-language Arts	Mathematics	Editorial Department
Christina Cortinaz	Aileen Martinez-Zittle	Raul Sanchez-Azuara
Lisa Ranallo	Jennifer Pogue-Barrera	Bea Delgado

<u>Outside Review</u>

In addition, as discussed in Section E.4, ETS will employ at least two outside consultants from California who will conduct a special review of the items. This review will focus solely on the correctness of the Spanish language used in each item and the appropriateness of the Spanish for students in California. ETS will supply CDE the resumes of these consultants for CDE/SBE test liaison's approval.

STS content personnel are expected to be individuals experienced in developing test items for large-scale assessment programs and both bilingual and biliterate in Spanish. Should any of the STS content personnel become unavailable, their replacement must be of equivalent stature in knowledge and content expertise and be subject to CDE approval. ETS will provide to CDE a current list of all content and editorial leads and specialists working on the STS and resumes for each person.

B. Test Specifications

Because the STS must assess the California content standards and maintain the rigor of the California Standards Tests in ELA and mathematics, ETS will develop STS test specifications for state review and approval. The test specifications will have three sections and will incorporate both the test blueprints and the item specifications. All sections of this document will be presented as draft for the state's review and approval.

B.1 Outline of the STS Test Specifications
Section 1, the Test Blueprints, will include:

- The standards to be assessed
- The proposed number of items per standard
- The proposed number of items per reporting category
- The percentage of items in each reporting category
- The arrangement of items and components (reporting categories) of the test
- A comparison between the grades 2, 3, and 4 CST blueprints and the STS blueprints to indicate which of the California content standards can be assessed.

ETS may present, as part of the initial blueprint development, more than one possible approach for consideration by the CDE and/or the ARPs. As shown in the timetable in Section E.9, the timetable calls for the selected draft blueprints, as recommended by the CDE and the ARP, to be brought to the SBE for approval at the July meeting.

Section 2, the Item Specifications, will include:

- The test content, including the dimensions of knowledge, skills, and processes to be tested under each standard in the STS blueprints.
- Information on readability. As is customary in the development of the CSTs, the ETS item writers, assessment specialists, and editors will evaluate the readability of each item as part of the internal review process. Vocabulary, syntax, and sentence length will be reviewed. In addition, the CDE and the ARP will evaluate readability as part of the external review process.

Section 3, the Test Description, will include:

- The desired psychometric properties of items (i.e., a description of acceptable item statistics after field testing)
- The amount of time that is likely to be required for testing
- The directions for test-takers
- The procedures for test administration and scoring
- The expected locations of embedded field test items

All sections of the test specifications will be written in English, with the exception of the directions for test-takers, which will be written in Spanish and translated into English in final-draft translations.

C. Test Variations, Accommodations, and Modifications
ETS will work with the state to determine the best ways to provide access to the STS for students with individualized education program (IEP) plans or Section 504 plans.

C.1 ETS Expertise
ETS will assign an experienced psychometrician to the STS project who will first meet by telephone with the CDE, at the convenience of the department, to discuss CDE's expectations for meeting the goal of providing equity of access to students with IEPs or Section 504 plans. After this meeting, the psychometrician will prepare a draft position paper outlining ETS recommendations that are consistent with psychometric standards and CDE policies set forth in the SBE-approved "Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Tests." The ETS paper will be presented to CDE for review, modification, and ultimate approval by the state.

C.2 Use of Universal Design
In developing the STS, ETS will adhere to the principles of universal design that are applicable to statewide standardized testing. As shown in the timetable in Section E.9, ETS will submit a draft statement of the applicable Universal Design standards for the CDE's review and approval.

D. Test Security Measures
ETS will institute industry-standard procedures, as described in Section A.16 of the 2006 Scope of Work, for assuring that only appropriate personnel with direct responsibilities for the STS will have access to test materials. ETS will maintain its office layout, staff training, and data systems appropriately to handle secure data, minimizing the possibility of unauthorized access to any assessment data.

D.1 Item Development
ETS will take all necessary measures to assure the security of STS content during the development process. These measures include:

- As a condition of employment, each ETS employee will sign a confidentiality/ nondisclosure statement kept on file with ETS.

- Only authorized individuals will have access to test content during any stage in the development and review process.
- All hard-copy test content, computer disk copies, art, film, proofs, and plates will be kept in locked storage when not in use.
- Working copies of secure content will be shredded once they are no longer needed.
- Careful control will be maintained over all written communications with item writers and reviewers. For electronic communication, email within the ETS firewall will be used. For hard copy communication, secure, traceable methods of delivery, such as registered mail and express delivery service, will be used and a record of delivery kept for all mailings.
- Electronic forms of test content and item banking systems will be kept secure from loss by system breakdown, fire, flood, or other disaster.
- All vendors involved in aspects of the development process, including art, design, pre-press, production, and printing will be required to comply with the security requirements of ETS and the California STS program.

D.2 Item Review

ETS will employ the following measures to ensure the security of the items and program materials before, during, and after item review meetings.

- Materials will be packaged and sent to the meeting site using a traceable and verifiable method of shipping.
- Once the materials have been received at the meeting site, the materials will be kept in a locked and secure area until the ETS staff retrieves them in preparation for the meeting. All individuals who serve on California Assessment Review Panels during the development process must sign a confidentiality/nondisclosure form before they are given access to any test content. Implications of signing the form for each committee member's personal behavior are explained before any materials are distributed.
- Meeting participants will receive the secure materials only as needed per the agenda, and will be instructed at the beginning of the meeting on how to maintain the security of these materials. At no time will participants be permitted to take the materials to another meeting room.
- All copies of materials used during the review meetings will be numbered sequentially. Individual committee members will sign out for a specific numbered copy. These copies cannot be removed from the meeting room during the review process. All materials are collected and inventoried at the end of each meeting, before individuals are allowed to leave the review room.
- Participants will not be permitted to turn on computers, cell phones, or PDAs inside the meeting room.
- When a room used by participants is vacated at any time, ETS will arrange to have the meeting room locked upon their departure to make sure that no unauthorized persons have access to the materials.
- All of the materials are collected at the end of each day of the meeting and kept secure overnight in a locked area inaccessible to unauthorized persons.

- Notes taken by the ARP members during the meeting will be left in the meeting room and subsequently shipped to ETS or shredded.
- At the end of the meeting, ETS staff will gather, examine, and document all secure materials and account for each binder or set and their contents by number. Any missing materials will be reported immediately to the CDE.
- Secure materials that are no longer needed will be shredded using the service at ETS's Sacramento office or packed in a secure manner for traceable shipment back to ETS offices.

D.3. Field Testing
To develop the camera-ready copy of the Directions for Administration for the field test, ETS will work with the CDE to write specific best-test security practices and instructions for all school personnel conducting the field-testing. The DFAs will stress the importance of both the security and confidentiality of all data. These instructions will include the proper storage and accountability of all secure materials according to the procedures established for the California Standards Tests.

E. Generation of New Items and the Item Pool
The STS items will meet the highest industry standards for alignment with the content standards, technical quality, and correctness of standard Spanish. As outlined in Section A, ETS will follow its established item development processes, with the addition of 1) a CST/STS comparison to the secure test blueprints; 2) the early development of summary item specifications; 3) a review by California consultants for correctness and appropriateness of the Spanish language; and 4) the first-draft translation of all items for presentation to the ARP and SPAR panel. The timeline for the item development processes is found below.

E.1 Item Writers
Laura Perez, ETS's director of ELA assessment, along with Jesse Markow, the STAR Item Development Coordinator, will oversee the item writing process. The STS item writers will consist of individuals who meet the following minimum requirements:

- Demonstrated bilingual and biliterate expertise in Spanish
- Bachelor's degree in English, mathematics or Spanish or linguistics
- Familiarity, understanding, and support of the California academic content standards at the appropriate level

Desirable qualifications include:

- Previous experience in writing items for standards-based assessments, including knowledge of the many considerations that are important when developing items to match state specific standards
- Previous experience in writing items for elementary level reading and/or mathematics

- Current or previous teaching experience in California
- MLS, MA, MS, or Ph.D

In selecting the pool of item writers, ETS will give preference to educators from California and will recruit potential item writers. ETS will provide CDE with the names and documentation of writers' qualifications for all item writers selected to write items for the program and will update the information when item writers are removed or added.

E.2 Guidelines for Item Writers
The item writers will be trained in the California content standards on the STS blueprints so that they understand the meaning of each standard. All item writers, as part of their contract, will sign a security agreement. They will be given the following additional materials as part of their training:

- The blueprints for the Standards-based Tests in Spanish, which include the California content standards to be assessed.
- The ETS booklet titled *Guidelines for Item Writers,* which summarizes sound item writing principles, gives examples of good and poor items and their match to standards, and provides a checklist for item writers. These guidelines also dictate the principles set forth in the California *Education Code* Section 60614.
- Samples of existing CST items for each standard on the STS blueprint. The set of sample items will be drawn primarily from the CST released items but will include secure items if necessary.
- The STS item specifications documents, which will describe the constructs to be measured and the content limits for each standard to be assessed.

All of the item writer training materials for the STS will be submitted to CDE/SBE test liaisons for review and approval before they are used to train item writers.

E.3 Providing Items and Tests to CDE
All items developed, reviewed, and placed on test forms will be prepared and provided to CDE as electronic data files in a format specified by CDE. ETS will post files on the CDE FTP site and provide notification of each posting. If files are posted more than once, ETS will post a change log identifying the changes made to each file.

E.4 Internal Review Process
After the STS items have been written, ETS will employ a series of internal reviews that is extensive and complete. The reviews will establish the criteria used to judge the content validity of the item, making sure that each item is measuring what it is intended to measure. The internal reviews will also examine the overall quality of the test items before they are prepared for presentation to CDE and the ARPs. The process will provide the assurance that ETS is developing items that meet ETS and CDE criteria. It is essential that many experienced individuals review each item before it is brought to CDE and the state ARP and SPAR panels.

The ETS review process for the STS will include the following:

- Internal content review
- Internal editorial review
- Internal sensitivity review
- Spanish language review (California consultants)

Throughout this multi-step item review process, the STS team members will continually evaluate the relevance of the information being assessed, its relevance to the California Academic Content Standards, its match to the test and item specifications, its fulfillment of the purpose of the test, and its appropriateness to the population being assessed. Test items will be strengthened in the process, improving the match between the measurement goal and the measurement task, as well as the overall clarity of the item. Items that are only peripherally related to the test and item specifications that do not measure core outcomes reflected in the California academic content standards will be eliminated early in this rigorous review process.

ETS Content Review. Test items and materials will receive at least two reviews by the STS assessment specialists. These assessment specialists will make sure the test items and related materials are in compliance with ETS's written guidelines for clarity, style, accuracy, and language appropriateness for California's Spanish students and in compliance with the approved item specifications. Assessment specialists will review each item following the criteria below:

- Relevance of each item as the item relates to the purpose of the test
- Match of each item to the identified California content standard
- Match of each item to the item specifications
- Match of each item to the principles of quality item development
- Difficulty of the item
- Accuracy of the content of the item
- Readability of the item or passage
- Grade-level appropriateness of the item
- Appropriateness of any artwork, graphs, figures, etc.

ETS Editorial Review. After the designated content area assessment specialists review each item, a group of specially trained editors will review each item in preparation for review by CDE and the ARPs. They will check questions for clarity, correctness of the Spanish language, appropriateness of language for the grade level assessed, adherence to CDE style guidelines, accessibility, and conformity with acceptable item writing practices.

ETS Bias and Sensitivity Review. ETS assessment specialists who are bilingual/biliterate in Spanish and English and also specially trained to identify and eliminate questions that contain content or wording that could be construed to be

offensive to or biased against members of specific ethnic, racial, or gender groups will conduct the next level of review. These trained ETS staff members will review every item before it is prepared for committee review.

ETS Spanish Language Review. ETS will hire consultants from California who are experts in standard Spanish and familiar with the Spanish vocabulary and structures used by the many Spanish-speaking groups in the state. These individuals will review the items solely for correctness and appropriateness of Spanish for California's Spanish students prior to ETS's submission of the items to CDE and the ARPs. ETS will give CDE/SBE test liaisons the resumes of at least two outside consultants from California who will conduct this review.
Throughout the ETS review process, the reviewers will accept the item and classification as written, suggest revisions, or recommend that the item be discarded. This series of reviews will occur prior to CDE review.

E.5 Documenting the Link between Item and Standard
One of the most essential aspects of items written for the STS is content validity, or the precision of the alignment between the content standards and the assessment. ETS will review and verify each item's match to the California academic content standard at every stage of the item development process, including the training of writers, the writing of items, ETS internal reviews, and the review of items by the ARPs.

- During the item development process, item writers will be required to establish the content validity of the items and to ensure the close correspondence between the standards and the test questions. The writers must craft item content carefully so that the item tests the intent of standard.
- During the ETS internal review of the items, the STS assessment specialists will also review the items for match to the standards.
- During the ARP reviews, participants will be reminded to check for standard alignment when evaluating each item.

Using a large number of reviewers for each item and making sure that each participant in the review process evaluates the content validity of the item will help ensure that each item is a valid measure of the standard it is meant to assess.

E.6 Bias and Sensitivity Evaluation
ETS will take several steps to ensure that items presented to California students do not violate professional testing standards for bias and sensitivity. As mentioned previously, ETS will use a special set of bilingual assessment specialists to do an internal review of the items for bias and sensitivity issues. ETS also will provide CDE/SBE with a publication titled *Guidelines for Bias and Sensitivity,* which ETS will revise according to the requirements of the CDE and use as part of the training of the ARP members. At any point in the item development process, if an item does not meet bias and sensitivity criteria as judged by CDE, ETS will revise or discard the item.

E.7 Item Utilization Plan

The ETS item utilization plan, shown in the table below, takes into consideration that the equivalent of 25 percent of an operational form is to be released each year, beginning in 2007, and that all item banks have an average attrition rate of at least 5 percent each year. The plan also takes into account the number of field test versions that can be expected to be administered each year, based on the size of the test-taking population. The plan is also based on the assumption that 50 percent of the operational items are to be refreshed on each form each year.

The table below shows the number of items in the plan for a single grade and a single content area, either reading-language arts or mathematics. The total numbers of items for the STS bank are six times those shown in the table.

STS Five-Year Item Utilization Plan
Per Content Area, Grades 2 and 3

Year	Items Reviewed by ARP	Items Field Tested	Items Surviving FT (65%/ 75%)	Attrition of Items (5%)	Release of Items (25%)	Total Used First Time on Operational Forms	Total in Bank (After Release and Attrition)
2006	c. 450	375	244	12	n/a	n/a	232
2007	c. 100	72	54	3	16	65	267
2008	c. 100	72	54	3	16	33	302
2009	c. 100	72	54	3	16	33	337
2010	c. 100	72	54	3	16	33	373
Totals	c. 850	663	460	24	64	164	**373**

STS Five-Year Item Utilization Plan
Per Content Area, Grade 4

Year	Items Reviewed by ARP	Items Field Tested	Items Surviving FT (65%/ 75%)	Attrition of Items (5%)	Release of Items (25%)	Total Used First Time on Operational Forms	Total in Bank (After Release and Attrition)
2006	c. 450	375	244	12	n/a	n/a	232
2007	c. 100	72	54	3	18	75	255
2008	c. 100	72	54	3	18	38	288
2009	c. 100	72	54	3	18	38	321
2010	c. 100	72	54	3	18	38	354
Totals	c. 850	663	460	24	72	189	**354**

Because of the size of the test-taking population and because ETS requires no fewer than 500 responses for each field-tested item, no more than 12 field test versions can be used per grade and content area per administration. As shown in the table, ETS will field test 375 items in order to provide a large bank of items in 2006. It is important to create a sizeable bank during the first year because in subsequent years, with a maximum of 12 versions available and a maximum of 6 field test items per version, only 72 items can be field tested annually.

ETS expects that of the 375 items field tested per grade and content area in 2006, 65 percent could be expected to have usable item statistics. This expectation is based on the fact that the STS is a new test to be given to a young population. In future years, as the characteristics of the test-taking population and the performance of the STS items are better understood, the 72 items can be expected to yield 75 percent (that is, 54-operational ready items) which is approximately the number of items that will be annually refreshed on the operational forms (33 or 38 items) released (16 or 18 items) and lost by normal attrition (3 items). If more than 65 percent of the items survive field-testing in 2006, item development could be reduced slightly.

As shown in the second column of the table, the ETS item utilization plan also includes developing an overage of items significantly greater than the number that will be field tested in each of the content areas. The overage will be approximately 25 percent and will allow for the elimination of any item that might be rejected during the item development process, including reviews by the CDE, the ARP, and the SPAR Panel. The overage is approximate because ETS will develop a sufficient number of items to ensure that 375 items will be field tested in each of the content areas and will continue to develop items in the fall of 2006 until the required number is met. The 375 items will represent a distribution over the STS-tested standards in approximate proportion to the number of items on the test, and ETS will continue to develop items until an approximate proportion is reached.

To make sure that 375 items are approved by CDE, the ARP, and SPAR in the appropriate standard distribution and in time for the construction of field test forms, ETS will conduct two ARP review meetings, one in August and one in October. The first meeting will be held for four days, as the ARP will need sufficient time to understand the purpose of the test, to discuss the use of the Spanish language on the test, to understand how each California content standard will be assessed on the STS, to agree on style guidelines and to review approximately 675 test items. The second meeting is planned for three days. However, this meeting could be expanded to four days if sufficient numbers of items are not approved at the first meeting.

E.8 Conditional Standard Error of Measurement
ETS will take all possible steps to ensure and document that post-administration and standard setting, new items will minimize the conditional standard error of measurement around the SBE-approved performance levels.

E.9 Timeline
The following table identifies the major tasks of the item development process for the STS, arranged by start date. The table covers initial development to the point at which the items are operational ready. The major components of the program are shown in bold. Changes to this schedule will be made at the direction of the CDE.

Timeline for Development of STS Item Pool

Task	Responsibility	Start Date	End Date
Submit STS Scope of Work for review and approval	ETS	4/18/05	4/18/05
Approve STS Scope of Work	CDE/SBE Staff	4/18/05	4/28/05
Approve STS Scope of Work	**SBE**	**5/11/05**	**5/12/05**
Submit list of potential ARP members to CDE with a draft letter of invitation	ETS	5/16/05	5/16/05
Select potential ARP members and approve letters of invitation	CDE/SBE Staff	5/16/05	5/26/05
Make reservations for hotel rooms for the three ARP meetings	ETS	5/27/05	5/27/05
Send letters of invitation to potential ARP members for June 19-20, August 30-Sept. 2, and October 4-6 meetings	ETS	5/27/05	5/27/05
Draft STS foundational documents: • Recommended blueprints and rationales • Preliminary summary item specifications • Guidelines for Item Writers • Guidelines for Bias and Sensitivity Review • Statement of Universal Design Principles • Agendas for the three ARP meetings	ETS	6/01/05	6/10/05
Review and approve STS foundational documents: • Recommended blueprints and rationales • Preliminary summary item specifications • Guidelines for Item Writers • Guidelines for Bias and Sensitivity Review • Statement of Universal Design Principles • Agendas for the three ARP meetings	CDE	6/10/05	6/22/05
Hold launch meeting with SBE and CDE (pre-meeting to establish requirements)	ETS	TBD	TBD
Conduct STS ARP meetings for review of draft blueprints and draft item specifications ***Two-day ARP meeting***	**ETS**	**6/28/05**	**6/29/05**
Approve STS blueprints	**SBE**	**7/05/05**	**7/06/05**
Submit complete test specifications document and any additional item writer training materials for review and approval	ETS	7/15/05	7/15/05
Approve complete test specifications document and any additional item writer training materials	**CDE**	**7/15/05**	**7/27/05**
Submit to CDE resumes of outside consultants who will review items for correctness of Spanish	ETS	7/15/05	7/15/05
Approve outside consultants for Spanish review	CDE	7/15/05	7/27/05
Select and train passage locators and writers, review and edit passages	ETS	7/27/05	9/22/05
Select and train item writers, review and edit items	**ETS**	**7/27/05**	**9/29/05**

Send reminders to ARP members for August review meeting	ETS	7/29/05	7/29/05
Send items to ETS Spanish consultant for review	ETS	8/08/05	9/22/05
Send items to ETS translator for first-draft translation	ETS	8/22/05	9/22/05
Hold meeting with ETS psychometrician and CDE to discuss accommodations and modifications	ETS	8/29/05	8/29/05
Conduct first ARP review of items (c. 650 items each content area) *Four-day ARP meeting*	**ETS**	**8/30/05**	**9/01/05**
Send items to be retranslated after ARP review (first-draft translation)	ETS	9/06/05	10/04/05
Send reminders to ARP members for October review meeting	ETS	9/06/05	9/06/05
Conduct final ARP review of items (c. 650 items each content area) *Three-day ARP meeting*	**ETS**	**10/04/05**	**10/05/05**
Send items to be retranslated after ARP review (first-draft translation)	ETS	10/06/05	10/15/05
Construct field test forms	ETS	10/06/05	10/13/05
Compose pages of field test forms	ETS	10/14/05	11/01/05
Submit items to SPAR review (third Wednesday)	ETS	10/19/05	10/19/05
Trade out any items not approved by the SPAR Panel; notify CDE of changes, if any	ETS	10/20/05	10/20/05
Submit pdfs of field test forms to CDE for review and approval	ETS	11/01/05	11/01/05
Approve pdfs of field test forms	CDE	11/01/05	11/10/05
Prepare final camera-ready copy for submission to CDE	ETS	11/10/05	11/16/05
Approve final camera-ready copy	CDE	11/16/05	11/30/05
Develop DFAs	ETS	11/16/05	12/01/05
Send final pdfs to printer	**ETS**	**12/01/05**	**12/01/05**
Print, package, ship test books	ETS	12/01/05	3/01/06
Approve DFAs	CDE	12/02/05	12/12/05
Print, package, ship DFAs	CDE	12/15/05	3/01/05
Propose format of statistical updates from field testing	ETS	2/15/06	2/15/06
Approve format of statistical updates	CDE	2/15/06	2/25/06
Conduct field test	**ETS**	**3/06**	**3/06**
Deliver items and statistical data to CDE (8 weeks after receipt of final answer documents)	ETS	TBD	TBD

F. Item Content Reviews

ETS will convene Assessment Review Panel (ARP) meetings according to the STS timeline approved by CDE. As is done for the CSTs, ETS will incorporate all CDE-approved ARP consensus changes to items prior to submitting the items to the SPAR panel. Items rejected by the CDE and the ARPs will be discarded from the STS item pool. All review meetings will be conducted by STS team members and held in Sacramento.

F.1Assessment Review Panels
ETS will work with CDE staff to identify and recruit members of the Assessment Review Panel, the majority of who are bilingual and biliterate in Spanish. These individuals will represent the following groups:

- California teachers with at least a master's degree in English or mathematics
- School administrators with content expertise
- Faculty from institutions of higher education
- STAR ARP members from the language-arts and mathematics panels
- Any other content experts

The three 2005 STS ARP meetings are shown in the timeline in Section E.9. In selecting from among the CDE-approved potential ARP members, ETS will give preference to individuals who will commit to attending all three meetings, while recognizing that a balance of participants from among the above groups is required.

F.2Meeting Logistics
ETS program management staff will be responsible for all logistics for item review meetings and all associated costs, excluding costs for the CDE staff and SPAR panel members. The staff will provide the following services:

- Contract for suitable meeting rooms that are well-lighted, have plenty of working table space, and are comfortable for working groups
- Arrange catering services for the meetings, including continental breakfast, morning and afternoon break refreshments, and lunch
- Arrange for meeting equipment as necessary for the work of the committees
- Prepare correspondence with review committee participants to announce meetings and to arrange for travel
- Provide arrangements with the ETS travel agency so that participants can work directly with the travel agent to arrange the most convenient trip. The agency will also provide a database with updates of all participants and their travel schedules.
- Provide onsite program management staff to ensure all arrangements with the hotel are implemented and to assist with greeting and signing in committee participants
- Reimburse committee participants per California state travel regulations and LEA substitute costs

ETS STS item development staff will provide all meeting materials, including agendas, training materials, and forms that attendees will complete for reimbursement. CDE will review and approve the materials before they are duplicated. Then the ETS program management staff will print, collate, and package all meeting materials to be used by meeting facilitators and committee participants.

ETS STS item development staff will facilitate the ARP meetings under the direction of the CDE.

F.3 Review Processes
The STS ARPs will serve as advisory panels to CDE and ETS on areas related to the item development for the STS. The ARPs will be responsible for reviewing the draft STS blueprints and draft summary item specifications at its first meeting. At the two subsequent meetings, the ARPs will review all newly developed items for alignment to the California Academic Content Standards. At the two item review meetings, the ARPs will review the items for accuracy of item content, alignment to standard, clarity of phrasing, correctness and appropriateness of Spanish, and item quality. In their examination of test items, the ARPs will also be expected to raise concerns related to grade appropriateness, gender, racial, ethnic, or socioeconomic bias. The ARPs will consist of up to 25 members for each content area.

ETS will begin the June blueprint/specifications ARP review meeting with a discussion of the following topics:

- The purpose and scope of the STS and CST
- An overview of the STS blueprints
- An overview of the summary item specifications and their purpose to illustrate the kinds of items that could be developed for each standard on the blueprint

The meeting will continue with a thorough discussion of the blueprint drafts and culminate with recommendations.

ETS will begin the August ARP item review meeting with an extended training session for the ARP members, primarily focusing on how to evaluate multiple-choice items. ETS will provide this training, which will consist of the following topics:

- Reminder of the purpose and scope of the STS
- Overview of the STS blueprints and item specifications
- Analysis of the STS item specifications
- Overview of criteria for evaluating multiple-choice test items, based on the ETS *Guidelines for Item Writers*
- Overview of criteria for reviewing and evaluating items for bias and sensitivity issues, based on the ETS Guidelines for Bias and Sensitivity Review
- Discussion of the use of standard Spanish in the STS items

ETS will begin the October ARP item review meeting with a shorter training session that reviews the training, materials, and consensus recommendations of the previous meeting.

The agenda for each meeting and all ARP training materials will be provided by ETS and approved by CDE.

As the first step of the item review process, panel members will review a set of items independently. As panel members individually review items, they will record their comments on the copy of the item. The next step in the review process is for the group to discuss each item. The content area assessment specialists will facilitate the discussion and record all consensus recommendations in a master item review binder. At any time during an ARP meeting, the group may further divide into smaller, grade-level groups, depending upon CDE approval and the numbers of items still to be reviewed. The STS team members will facilitate the smaller groups as well.

ETS will prepare items for the ARP reviews in three-ring binders, with each item on a single page. The appearance of each item will closely resemble its appearance in a final published booklet. Any accompanying artwork, graphics, and stimulus materials, including passages, will be included. The California academic content standard being assessed by the item will be printed at the top of the page. Mathematics items will be grouped by standard, and reading/language arts items will be grouped by passage if passage-dependent or by standard if stand-alone. The pages in the binder will be numbered for ease of discussion.

ETS staff will maintain minutes summarizing the review meetings and forward copies to the CDE, emphasizing in particular the consensus recommendations of the panel members.

F.4 SPAR Review

Following the ARP review, ETS will make all CDE-approved revisions to the items and prepare the items for SPAR review. The SPAR panel members will read and understand Spanish so that they can determine whether any item might violate the provisions of the California *Education Code* Section 60614. ETS will provide up to seven sets of items for SPAR Panel review and will ensure that a knowledgeable staff member with an item writing and Spanish background is available in person or by telephone for each SPAR Panel meeting.

At least four weeks prior to SPAR Panel meetings, ETS will notify CDE of the content areas and number of STS items to be presented for SPAR review. The regular SPAR Panel meeting is the third Wednesday of each month. It is expected that the STS SPAR review will occur on October 19, 2005.

Items are not presented to any California student until the SPAR Panel has reviewed them and determined that they comply with the education code. If the SPAR Panel rejects an item, ETS will replace it prior to field testing, notifying CDE of the change.

G. Field Testing

ETS is responsible for developing the field test design for spring 2006 field testing and will submit the field test design to CDE for approval. The field tests associated with each content area will create an item pool large enough to support the construction of standards-based, blueprint-based operational forms in both content areas in 2007. The 2006 field test will produce items that meet content and psychometric requirements and can be used for the 2007 operational tests. The field test design will seek to test 375 ARP- and SPAR-approved items at each grade and in each content area.

G.1 Field Test Design

The field test items will be placed on forms in a design approved by the CDE. ETS recommends that each field test form contain 16 linking items that are common to all forms. In order to minimize the effect on overall testing time, 30 additional unique items would be placed on each form, for a total of 46 items per form. This number is approximately two-thirds of the grades 2 and 3 CST and should be delivered in two short testing sessions of approximately 45 minutes each, including 10 minutes for distributing test materials, giving directions, and collecting test materials. It is expected that the grade 4 test can be given in one testing session. The 12 forms at each grade level and content area will be spiraled at the student level within classrooms to ensure that equivalent samples of students complete each version of the form. The exception to this plan is grade 2, where the mathematics item stems are read to students. For grade 2, the test booklets will be spiraled by classroom so that all members of the class receive the same field test items.

Both the reading-language arts and the mathematics items will be contained in a single field test booklet, one for each grade, with a space for the student to write his or her name on the front. The back cover will contain lines for teachers to write in the following information:

Name of student
Gender of student
Name of school district
Name of school

Each booklet will have a unique identification number. ETS will develop Directions for Administration (DFA) for each grade of the field test based on the CST Directions for DFAs but including all directions to the students written in Spanish. All stems for the mathematics items, which will be written in Spanish, will be included in the grade two DFAs so that the stems can be read to the students. The stems for the unique items will be grouped together by version and clearly designated.

Beginning in 2007, field test items would be embedded in six-item sets in the operational forms of each of the respective operational STS tests, with a maximum of 12 versions. The development of the 2007 field test items, field test sets, and operational forms is not included in this scope of work.

G.2 Schedule
The item utilization plan in Section E.7 shows the number of items to be developed, reviewed, field tested, and made operational each year for each grade and content area. The scheduling for the field test will be determined by CDE in consultation with ETS program management staff. The Timeline for Development of STS Item Pool in Section E.9 has been developed with the expectation that work on the STS will begin on June 1, 2005, and that field testing will occur during March 2006.

G.3 Item Update Data
ETS will provide CDE with field test statistics and recommendations for operational use within eight weeks after end of field-testing, after all test documents and answer sheets have been returned to ETS. The format of this update will be approved in advance by CDE.

Expected difficulty, discrimination, and distribution statistics will be considered in item selection for field-testing. While ETS will use their best staff expertise in developing and selecting items for field-testing, it is recognized that ETS cannot guarantee how each item will function with California students.

ETS will analyze and report the results for all subgroups of the population as required by the California *Education Code* and *California Code of Regulations, Title 5, Education*, of the. All data and documentation associated with the field test will be made available to CDE for analysis and evaluation.

After scoring, ETS will subject all test items to extensive statistical analyses. These analyses will show which items are at an appropriate difficulty level for the testing population and are free from any form of differential item difficulty for subgroups of the state's population. Additionally, ETS content specialists will confirm the item-to-standard match for each of the content areas.

For all field test items the following sets of statistical analyses will be completed:

- Item analysis
- Differential Item Functioning (DIF) studies
- Calibration, scaling, and equating

Formatted: Bullets and Numbering

ETS staff will verify the output from the scoring programs to ensure the accuracy of the scoring process. ETS will institute a set of flags that will automatically identify field test items with questionable performance characteristics. Item flagging rules supported by the ETS GENASYS system include:

- Items with p-values above or below a specified threshold (e.g., above 0.95 or below 0.25)
- Items with b-values plus or minus 1.5
- Item-total correlations below a specified threshold (e.g., 0.25)

- A greater number of high ability test-takers chose a distracter than chose the keyed response (generally the top 20 percent of scores is used to define this high ability group)
- A significant percentage (e.g., greater than 5 percent) omitted the item

ETS and CDE content specialists will examine all flagged items to verify that the keys are correct, the distracters are clearly wrong, and the items in the published test book were correct and unambiguous.

Reporting of the field test will include:

- Providing separate reports to the CDE with the item statistics and appropriate narrative analyses for the field-test items.
- Entering all field test data, including but not limited to, the number of students tested, the p-value, the b-value, and the point biserial for each item into the CDE electronic item database.

H. Standard Setting: Performance-level cut scores for recommendation to SBE

Because the STS is a new test to be administered to a population not previously tested with this kind of instrument, ETS recommends that the standard setting be held after the first operational administration rather than after the first field test.

STAR STS Budget Proposals

Description	Grade 2 Only		Grades 2-4	
Generation of New Items and the Item Pool		**592,503**		**1,677,509**
Item Content Reviews		**43,230**		**89,690**
Field Testing				
Design, Production and Administration of Field Testing	**411,210**		**720,200**	
Statistical Analysis, Scoring and Reporting	**170,867**		**512,601**	
Total Field Testing		**582,077**		**1,232,801**
		1,217,810		**2,986,062**

ITEM #38

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

SUBJECT	
Standardized Testing and Reporting (STAR) Program: Discussion and Update on Request for Submission (RFS) for the California Standards Test (CST), California Alternate Performance Assessment (CAPA), Standards-Based Tests in Spanish (STS), and Norm-Referenced Test (NRT)	☒ **Action** ☒ **Information** ☐ **Public Hearing**

RECOMMENDATION

The California Department of Education (CDE) requests from SBE input on and approval of new topics to include in the RFS for the CSTs, CAPA, STS.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The current contract for the CSTs, CAPA, and NRT (the California Achievement Tests, Sixth Edition Survey [CAT/6 Survey]), ends December 31, 2006. The new contract is expected to begin in January 2006 to allow for adequate transition time for the spring 2007 testing.

The CDE is developing an RFS for the CSTs, CAPA, STS, and grade three and grade seven NRT that will come to the SBE in July for approval.

SUMMARY OF KEY ISSUES

The summary of key issues will be brought to the SBE as a last minute memorandum.

FISCAL ANALYSIS (AS APPROPRIATE)

The funding for the STAR is an annual budget appropriation. The final budget for the contract is negotiated and approved by CDE, SBE, and the Department of Finance. The current year contract for the NRT, the CSTs, and the CAPA is approximately $54 million. The STS is expected to be funded at $3 million per year.

ATTACHMENT(S)

None.

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: May 9, 2005

TO: MEMBERS, STATE BOARD OF EDUCATION

FROM: Geno Flores, Deputy Superintendent
Assessment and Accountability Branch

RE: Item No. 38

SUBJECT: Standardized Testing and Reporting (STAR) Program: Discussion and Update on Request for Submission (RFS) for the California Standards Test (CST), California Alternate Performance Assessment (CAPA), Standards-Based Tests in Spanish (STS), and Norm-Referenced Test (NRT)

The California Department of Education (CDE) requests from State Board of Education (SBE) input on and approval of new issues to include in the RFS for the CSTs, CAPA, STS, and NRT.

The current contract for the CSTs, CAPA, and NRT (the California Achievement Tests, Sixth Edition Survey [CAT/6 Survey]), ends December 31, 2006. The new contract is expected to begin in January 2006 to allow for adequate transition time for the spring 2007 testing.

The CDE is developing an RFS for the CSTs, CAPA, STS, and grade three and grade seven NRT that will come to the SBE in July for approval.

Topics that the SBE may wish to consider including in the RFS are the following:

1. Communicating Proficient Student Performance

California *Education Code* Section 60605 authorized the SBE to adopt state academic content standards and to ensure that the STAR assessments are aligned with these academic content standards. As part of this section of law, the SBE also set five performance levels for the STAR assessments. The SBE has adopted the following performance levels: far below basic, below basic, basic, proficient, and advanced. As an example, the descriptors for the CST performance standards levels in ELA are as follows:

- Advanced -- Advanced performance with respect to the California English-Language Arts Content Standards
- Proficient—Proficient performance with respect to the California English-Language Arts Content Standards
- Basic—Basic performance with respect to the California English-Language Arts Content Standards

- Below Basic—Below-basic performance with respect to the California English-Language Arts Content Standards
- Far Below Basic—Far-below-basic performance with respect to the California English-Language Arts Content Standards

Teachers, administrators, and parents have asked for more information that would help to clarify student scores as each performance level. The SBE, in 2003, directed the CDE to release 25 percent of the test questions from each STAR assessment each year. Per California *Education Code* Section 60605.5, the SBE shall adopt a performance standards system that includes the following components: exemplars of pupil performance that exemplify the content and performance standards. By identifying the CST released questions that would likely be answered correctly by students performing at different levels, the released questions can serve as exemplars for both content and performance levels.

In the RFS, CDE would ask the bidder to propose a method to fully illustrate the performance levels with the use of CST released test questions.

2. Communication with School Districts

The STAR assessments produce results at the student, school, school district, county, and state level. Many school districts are unsure how to maximize the use of this data.

In the RFS, CDE could ask the bidder to propose workshops, documents, reports and other methods to assist school districts to use the STAR data for education program analyses.

3. Testing Windows and Return of Results

The current testing window for STAR is defined in *California Code of Regulations*, *Title 5*, *Education,* as a window of twenty-one instructional days that includes ten instructional days before and after completion of 85 percent of the school's, track's, or program's instructional days. Most of the schools in the state test between mid-March and mid-May. Current law California *Education Code* Section 60641(b) requires the test publisher to score and return results for all tests administered on or before June 24 so that the CDE can post test results by August 15.

Because tests are scored after June 24, school districts who test early may not necessarily receive their results earlier. Some school districts reach completion of 85 percent of their instructional days in February or sooner. This is particularly problematic for school districts that complete a year's worth of curriculum and instruction midyear but the school calendar, which dictates the testing schedule, ends in June (i.e., block schedules).

In the RFS, CDE would ask the bidder to propose a way to expedite the return of individual student results to school districts so that districts would receive these results within three to six weeks of completion of testing. It would be desirable for districts to receive both individual student scale scores and performance levels as early as

possible.

4. Flexibility when students can take end-of-course CSTs

Schools want to be able to test students immediately after the student has completed a particular course. The content standards and the curriculum frameworks suggest that algebra be taken at grade 8 and that world history be taken at grade 10. Many schools allow students to take these courses earlier. For example, students may take algebra in grades 7 or 8 or may take world history in grade 9.

The current testing policy set by the SBE is that students take the algebra test no earlier than grade 8 and the world history test at grade 10. Currently, students completing Algebra I as seventh graders may not take the Algebra I CST; they must take the grade 7 California Mathematics Standards Test. Under the current system, these same students will not be allowed to take the Algebra 1 CST unless they are enrolled in an Algebra I course again as a 8th, 9th, 10th or 11th grader. Similarly, students completing world history as 9th graders must wait until the end of tenth grade to take the CST in World History.

In the RFS, CDE can provide directions to the publisher that end-of-course tests and/or end-of-grade tests may be taken when the student completes the course and/or grade, not by a designated grade level. The bidder would be asked to propose an appropriate system for ordering, administering and processing that would ensure the security of the exams.

5. Alternate Assessment

The U.S. Department of Education has announced new flexibility for state's alternate assessments. The CDE is reviewing what impact this will have for our assessment system. Potentially, the RFS could be impacted with additional assessments fulfilling the alternate assessment requirements.

6. California Alternate Performance Assessment (CAPA) Potential Revisions

CDE will be having a federal review of all of its tests during the coming year. The CAPA was developed under special education legislation and now must conform to No Child Left Behind Federal Legislation because the SBE has determined that the CAPA is California's alternate assessment for students with severe cognitive disabilities who are not able to take the CST's with either accommodations or modifications.

CDE will be examining the CAPA in the next several months. The new RFS may potentially ask for additional work to be completed for the CAPA than just continuing the current assessment.

7. Item Utilization Plan

The current contract includes an item utilization plan that includes the number of items needed to be developed over the course of the contract by:

- test
- standards within each test

The plan must include how many items will be lost each year due to replacement or item release. The item utilization plan significantly impacts the contract because of the cost of developing items.

In the RFS, CDE could add that the contractor must periodically report to the SBE/CDE on the status of the item development.

8. Standards-based Test in Spanish (STS)

The first few grades of the STS will be developed by the current contractor. The new bidder will be responsible for completing the development of the STS through grade 11.

In the RFS, CDE can ensure that the bidder must propose an STS that is equivalent in rigor to the CST's.

9. Cluster Reporting

The CSTs currently provide both a scale score and performance level for the total test results for each student and a percent correct score for each reporting cluster for each school and district. Reporting clusters are test items representing a group of standards that test a common area such as reading comprehension in English-Language Arts, or number sense in mathematics. Because of the small number of questions within some of the reporting clusters, the reported results at the cluster level are less reliable than the overall test results and therefore do not provide as much useful information for improving instruction as we would desire.

In the RFS, CDE could ask the bidder to propose a plan to develop within each CST a mechanism for increasing the reliability coefficient to improve the cluster reliability.

10. Long-term Assessment Plan

The CDE/SBE developed a long-term assessment plan several years ago. It is appropriate at this time to develop a new plan for the next several years.

In the RFS, CDE can ask the bidder to provide assistance to the CDE/SBE in developing a long-term assessment plan.

Funding

The funding for the STAR is an annual budget appropriation. The final budget for the contract is negotiated and approved by CDE, SBE, and the Department of Finance. The current year contract for the NRT, the CSTs, and the CAPA is approximately $54 million. The STS is expected to be funded at $3 million per year.

ITEM #39

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

SUBJECT	
California High School Exit Examination (CAHSEE): including, but not limited to, CAHSEE Program Update on Test Administrations Information on Reporting the Results for the 2004-05 Test Administrations and the Senate Bill (SB) 964 Report	☒ **Action** ☒ **Information** ☐ **Public Hearing**

RECOMMENDATION

This item is provided to the State Board of Education (SBE) for information and action as deemed necessary and appropriate.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In March 2005, the SBE received a brief update on the status of the test administrations and a review of previous SBE information and action, including that:

- SBE approved the revised form of the CAHSEE in July 2003.
- SBE approved postponing the consequences of the CAHSEE to begin with students graduating in the 2005-06 school year and beyond.
- The CAHSEE was administered to all grade 10 students in the Class of 2006 in February, March or May 2004; overall, 74 percent passed the mathematics portion and 75 percent passed the English-language arts (ELA) portion.
- The CAHSEE was administered for the first time to the Class of 2007 on February 8-9, 2005, and more school districts will be testing grade ten students for the first time on March 15-16, 2005. There will be a make-up opportunity on May 10-11, 2005, for grade 10 students who were absent in February or March.

In the April information item, the annual results reporting process was explained, including two new aspects of the annual reports to be posted on the CDE's Web site in mid-August 2005:

- There will be separate Demographic Summary Reports for each grade level tested.
- The number of students tested with modifications will be reported.

Also in March 2005, the SBE was presented with a brief update on the status of the activities of the SB 964 independent consultant, WestEd, and the 15-member advisory panel appointed by the State Superintendent of Public Instruction. SB 964 requires a study to assess options and provide recommendations for alternatives to the CAHSEE for students with disabilities to be eligible for a diploma.

SUMMARY OF KEY ISSUES

The CAHSEE was to be administered to all eligible grade 10 students in the Class of 2007 in February, March or May 2005. During the 2004-05 school year, eligible grade 11 and adult students, who had not yet passed one or both parts of the CAHSEE, had up to two opportunities to take the part or parts not yet passed. The test contractor, Educational Testing Service (ETS), has reported to CDE that the numbers to be tested in May is approximately three times the number tested in May 2004.

The law required that the final SB 964 study report be provided to the members of the advisory panel, the California Legislature, the Legislative Analyst's Office, the Department of Finance, and CDE no later than May 1, 2005. All SBE members were sent a courtesy copy of the final report at the same time.

FISCAL ANALYSIS (AS APPROPRIATE)

The information contained in this update on the test administrations is funded under a contract with CDE.

ATTACHMENT(S)

None. The SBE will receive the preliminary results of the February 8-9, administration and the final count of the number of students tested in March in the Last Minute SBE item. The final opportunity to test this school year will be on May 10-11, 2005, so further test administration information will be provided to the SBE at its July meeting.

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: May 6, 2005

TO: MEMBERS, STATE BOARD OF EDUCATION

FROM: Geno Flores, Deputy Superintendent
Assessment and Accountability Branch

RE: Item No. 39

SUBJECT: California High School Exit Examination (CAHSEE): including, but not limited to, CAHSEE Program Update on Test Administrations and the Senate Bill (SB) 964 Report

At the March 2005 meeting, the State Board of Education (SBE) was provided with an overview of the preliminary results for the grade eleven students in the Class of 2006 who took the CAHSEE in September or November 2004. These students had not passed one or both parts of the examination as tenth graders in February, March, or May 2004.

In February 2005, 150,465 students were administered the English-language arts (ELA) portion and 149,643 students were administered the mathematics portion of the CAHSEE. Approximately 136,000 of these were grade ten students (Class of 2007) testing for the first time. The preliminary results for the February 2005 administration show that these first time test takers in the Class of 2007 are passing each portion of the CAHSEE at about the same rate as did the class of 2006 in February 2004: 75 percent passed ELA compared to 74 percent in February 2004, and 71 percent passed mathematics compared to 72 percent last February. In addition, the CAHSEE was administered to approximately 14,000 adult students and grade 11 students taking the exam again because they had not previously passed. Grade 11 and adult students were able to take the CAHSEE up to two times this year if they had not yet passed one or both parts.

The balance of grade ten students were tested in March 2005 in school districts that chose that census administration rather than the February census. Grade ten students who were absent in February or March may be tested May 10-11. In March 2005, nearly 360,000 grades ten and eleven and adult students attempted the CAHSEE. The March results will not be available until late May.

Aggregate state results by subgroups are not reported after each test administration because districts are provided the opportunity to correct demographic data throughout the school year to ensure that the annual results posted on the California Department of Education (CDE) Web site are accurate. Therefore, the annual results reporting for the five test administrations in 2004-05 will occur in mid-August. The annual results will present the passing rates by grade level and for each of the subgroups. The SBE will receive a full report on the 2004-05 results at its meeting in September.

HumRRO, the independent evaluation contractor, will provide the combined results for the Class of 2006 as well as results for the Class of 2007 in its annual report due to CDE on September 30, 2005.

ITEM #40

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

SUBJECT	
California English Language Development Test (CELDT): Including, but not limited to, Update on CELDT Program and Spring 2005 Test Administration Training	☒ **Action** ☒ **Information** ☐ **Public Hearing**

RECOMMENDATION

The following item is provided to the State Board of Education (SBE) for information and action as deemed necessary and appropriate.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In March 2005, the SBE received an update on the CELDT Program and the Request for Proposals process for developing a new contract. The contract begins on or about October 1, 2005 and will continue through December 31, 2009. It will cover the administration of the test for 2006-07, 2007-08, and 2008-09.

SUMMARY OF KEY ISSUES

The CELDT program is offering expanded training in test administration and scoring in response to school district requests for additional services. The number of training workshops was increased from ten workshops in the past to 24 this year. School districts informed CDE that more trainers were needed in order to compensate for staff turnover and to facilitate the timely assessment of students during the annual assessment window. In 2005 the CELDT contractor will double the amount of training that was provided in past years. The contractor will: (1) develop and present 24 regional test administration training of trainers' workshops; (2) conduct at least 20 face-to-face workshops and up to four workshops using video conferencing technology; (3) complete at least 20 workshops between April 15 and June 1, 2005 and complete the remainder between August and September 2005; and, (4) design each workshop to accommodate a minimum of 100 trainers.

The process for awarding the new CELDT contract is on hold pending a bid protest filed by Harcourt Educational Assessment. The Department of General Services (DGS) is reviewing the merit of Harcourt's protest. Although DGS is not required to complete its review within a specified time period, many such reviews are completed within several weeks.
On April 4, 2005 CDE received a letter from the United States Department of Education,

SUMMARY OF KEY ISSUES

Office of Elementary and Secondary Education, which declined to grant CDE's request for a waiver from the requirement to assess English language learners in kindergarten and first grade in reading and writing. CDE is reviewing state and federal laws that bear on this issue in order to determine a future course of action.

FISCAL ANALYSIS (AS APPROPRIATE)

All costs are included in the current CELDT contract ($12 million in 2004-05).

ATTACHMENT(S)

None

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

☒ **General Waiver**

SUBJECT	
Request by **Glenn County Office of Education** (Glenn COE) to waive *Education Code* (*EC*) Section 52522(b) to increase from five percent to seven percent the proportion of their adult education state block entitlement that may be used to implement approved Adult Education Innovation and Alternative Instructional Delivery Programs. Waiver Number: 2-2-2005	☒ **Action** ☒ **Consent**

RECOMMENDATION

☐ **Approval** ☒ **Approval with conditions** ☐ **Denial**

That *EC* Section 33051(c) will apply, and the district will not be required to reapply annually if the information contained on the request remains the same.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Waivers of this type have been approved by the State Board Of Education (SBE) since 2001. In more recent years “permanent” waivers under *EC* Section 33051(c) have been granted. The department is proposing a legislative change to make this increase permissive in the statute, and eliminate the need for these waivers.

SUMMARY OF KEY ISSUES

In 1993 the California Legislature passed *EC* Section 52522 permitting the Superintendent of Public Instruction to approve adult school plans to spend up to 5 percent of their block entitlement on innovation and alternative instructional delivery, as described below.

Adult education program application requirements include reimbursement and accountability worksheets for all courses. Courses must be approved by the California Department of Education (CDE) per *EC* Section 52515, and certification of an approved attendance accountability system is required. All ten mandated adult education program areas are eligible, however the majority of approved applications offer coursework in Elementary Basic Skills, English as a Second Language, Citizenship, and Parent Education.

Increased access to instruction for hard-to-serve adults is a basic tenet of adult education innovation and alternative instructional delivery programs. Checking out video and print materials, a decidedly low-cost, low-tech approach, has been the most prevalent innovation, however approved alternative instructional delivery modes also include live cable broadcast; audio check out, text, workbook and study packet assignments; and computer-based delivery.

The SBE adopted waiver guidelines in March 2002 for local educational agencies (LEAs) that apply for a waiver to increase the maximum allowable percentage of their state block entitlement expendable for innovation and alternative instructional delivery from five percent to seven percent.

Glenn COE has submitted all items requested in the SBE waiver guidelines and the review of documentation supports waiver approval.

The CDE recommends approval applying *EC* 35051(c) so that the county office of education will not be required to reapply annually for this waiver if information contained on the request remains the same.

WAIVER GUIDELINES

The waiver request includes the following:

1. Verification that all other requirements of the Adult Education Program in the LEA are in current statutory compliance.

   ☒ Approval ☐ Denial

   Glenn COE verification has been submitted and is on file.

2. Verification that the ratio of average daily attendance for adult education innovation and alternative instructional delivery of pupils to certificated employees responsible for adult education innovation and alternative instructional delivery shall not exceed the equivalent ratio of pupils to certificated employees for all other adult education programs operated by the district.

   ☒ Approval ☐ Denial

   Glenn COE verification has been submitted and is on file.

3. Verification that the district's prior three-year history for annual apportionment indicates growth, stability, or not more than a 4.5 percent decline per year. Changes in the number of students with limited access that may support overall ADA loss in the regular adult education state apportionment program must be documented.

   ☒ Approval ☐ Denial

   Verification indicates stability within the prior three-year history for annual apportionment. Glenn COE's verification has been submitted and is on file.

4. A request for an increase from **five percent to an amount not greater than seven percent** of the amount of the adult block entitlement that may be used for innovation and alternative instructional delivery programs to include a description of the program and a rational for change. Information and documentation in all of the following three areas is required for consideration of the waiver:

   - Increase In Number of Students with Limited Access to Traditional Education Options

   Glenn COE verification of increase in the student population with limited access to traditional education options has been submitted and is on file. Increased distance learning enrollment is on file.

   ☒ Approval ☐ Denial

   - Increase In Program Capacity

   Glenn COE verification of increased program capacity has been submitted and is on file. Program expansion increasing curriculum delivery and access to curriculum is documented. The innovation and alternative instructional delivery program has expanded to include Citizenship and now totals seven instructional program areas.

   ☒ Approval ☐ Denial

   - Improved Student Assessment Documentation

   Glenn COE verification of improved student assessment documentation has been submitted and is on file.

   The innovation and alternative instructional delivery has been included in an entire Glenn Adult Program assessment reorganization. Comprehensive Adult Student Assessment System (CASAS) additional training was received.

   ☒ Approval ☐ Denial

Authority for Waiver: *EC* Section 33050

Period of request: July 1, 2004 to June 30, 2006, *EC* 33051(c) will apply

Local board approval date(s): January 19, 2005

Public hearing held on date(s): January 19, 2005

Bargaining unit(s) consulted on date(s): County Office of Education has no bargaining unit for Adult Education staff.

Name of bargaining unit/representative(s) consulted: County Office of Education has no bargaining unit for Adult Education staff.

Position of bargaining unit(s) (choose only one): County Office of Education has no bargaining unit for Adult Education staff.
☐ Neutral ☐ Support ☐ Oppose

Public hearing advertised by (choose one or more):
☒ posting in a newspaper ☐ posting at each school ☒ other (specify) county office of education

Advisory committee(s) consulted: Community Advisory Committee

Objections raised (choose one): ☒ None ☐ Objections are as follows:

Date(s) consulted: December 16, 2004

FISCAL ANALYSIS (AS APPROPRIATE)

Approval adjusts the percentage allowed to be spent within the county office of education's fixed adult education block entitlement. No additional funding would result from approval of this waiver request.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for Web viewing but are available for inspection in the Waiver Office.

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

☒ **General Waiver**

SUBJECT	
Request by **Whittier Union High School District** (Whittier Union HSD) for a renewal to waive *Education Code* (*EC*) Section 52522(b) to increase from five percent to seven percent the proportion of their adult education state block entitlement that may be used to implement approved Adult Education Innovation and Alternative Instructional Delivery Programs. Waiver Number: 16-2-2005	☒ **Action** ☒ **Consent**

RECOMMENDATION

☐ **Approval** ☒ **Approval with conditions** ☐ **Denial**

That *EC* Section 33051(c) will apply, and the district will not be required to reapply annually if the information contained on the request remains the same.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Waivers of this type have been approved by the State Board Of Education (SBE) since 2001. In more recent years “permanent” waivers under *EC* Section 33051(c) have been granted. The California Department of Education (CDE) is proposing a legislative change to make this seven percent permissive in the statute, which would eliminate these waivers.

SUMMARY OF KEY ISSUES

In 1993 the California Legislature passed *EC* Section 52522 permitting the Superintendent of Public Instruction to approve adult school plans to spend up to five percent of their block entitlement on innovation and alternative instructional delivery.

Adult education program application requirements include reimbursement and accountability worksheets for all courses. Courses must be approved by the CDE per *EC* Section 52515, and certification of an approved attendance accountability system is required. All ten mandated adult education program areas are eligible, however the majority of approved applications offer coursework in Elementary Basic Skills, English as a Second Language, Citizenship, and Parent Education.

Increased access to instruction for hard-to-serve adults is a basic tenet of adult education innovation and alternative instructional delivery programs. Checking out video and print materials, a decidedly low-cost, low-tech approach, has been the most prevalent innovation, however approved alternative instructional delivery modes also include live cable broadcast; audio check out, text, workbook and study packet assignments; and computer-based delivery.

The SBE adopted waiver guidelines in March 2002 for local education agencies (LEAs) that apply for a waiver to increase the maximum allowable percentage of their state block entitlement expendable for innovation and alternative instructional delivery from 5 percent to seven percent.

Whittier Union HSD has submitted all items requested in the SBE waiver renewal guidelines and the review of documentation supports waiver approval.

The CDE recommends approval. If approval is granted, this waiver would be in effect for a second consecutive years and, therefore, *EC* Section 35051(c) would apply and the district would not be required to reapply annually for this waiver if information contained on the request remains the same.

WAIVER GUIDELINES

The waiver request includes the following:

1. Verification that all other requirements of the Adult Education Program in the LEA are in current statutory compliance.

   ☒ Approval ☐ Denial

   Whittier Union HSD verification has been submitted and is on file.

2. Verification that the ratio of average daily attendance for adult education innovation and alternative instructional delivery of pupils to certificated employees responsible for adult education innovation and alternative instructional delivery shall not exceed the equivalent ratio of pupils to certificated employees for all other adult education programs operated by the district.

   ☒ Approval ☐ Denial

   Whittier Union HSD verification has been submitted and is on file.

3. Verification that the district's prior three-year history for annual apportionment indicates growth, stability, or not more than a 4.5 percent decline per year. Changes in the number of students with limited access that may support overall ADA loss in the regular adult education state apportionment program must be documented.

   ☒ Approval ☐ Denial

   Verification indicates stability within the prior three-year history for annual apportionment as well as yearly growth. Whittier Union HSD's verification has been submitted and is on file.

4. A request for an increase from **five percent to an amount not greater than seven percent** of the amount of the adult block entitlement that may be used for innovation and alternative instructional delivery programs to include a description of the program and a rational for change. Information and documentation in all of the following three areas is required for consideration of the waiver:

   - Increase In Number of Students with Limited Access to Traditional Education Options

   Whittier Union HSD verification of increase in the student population with limited access to traditional education options has been submitted and is on file. Adult education classes have lost access to available classrooms while experiencing demographic increase in number of second language speakers.

   ☒ Approval ☐ Denial

   - Increase In Program Capacity

   Whittier Union HSD verification of increased program capacity has been submitted and is on file. Program expansion increasing curriculum delivery and access to curriculum is documented. Waiting lists have increased and a documented community request for General Education Diploma (GED) preparation is noted.

   ☒ Approval ☐ Denial

   - Improved Student Assessment Documentation

   Whittier Union HSD verification of improved student assessment documentation has been submitted and is on file.

   The Innovation Program has added additional optional Comprehensive Adult Student Assessment System (CASAS) tests.

   ☒ Approval ☐ Denial

Condition of Renewal:

In order to be granted a renewal of this waiver, a district must also provide documentation demonstrating achievement of students in the adult education innovation and new technologies delivery program that is equal to or better than that of students in the regular adult education state apportionment program.

Whittier Union HSD verification of achievement has been submitted and is on file. Learning gains for distance learning students showed an 1.85 point higher scaled score than regular ESL classroom students.

Authority for Waiver: *EC* Section 33050

Period of request: July 1, 2004 to June 30, 2005; *EC* Section 33051(c) would apply because, if this renewal request is approved, the waiver will have been in effect for two consecutive years (July 1, 2003, to June 30, 2005).

Local board approval date(s): March 8, 2005

Public hearing held on date(s): March 8, 2005

Bargaining unit(s) consulted on date(s): January 26, 2005

Name of bargaining unit/representative(s) consulted: Nancy O'Connor, Pamela Battleson

Position of bargaining unit(s) (choose only one):
☐ Neutral ☒ Support ☐ Oppose

Public hearing advertised by (choose one or more):
☒ posting in a newspaper ☐ posting at each school ☐ other (specify)

Advisory committee(s) consulted: Community Advisory Committee

Objections raised (choose one): ☒ None ☐ Objections are as follows:

Date(s) consulted: January 24, 2005

FISCAL ANALYSIS (AS APPROPRIATE)

Approval adjusts the percentage within the district's fixed adult education block entitlement. No additional funding would result from approval of this waiver request.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for Web viewing but are available for inspection in the Waiver Office.

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

☒ **General Waiver**

SUBJECT	
Request by **Alhambra Unified School District** (Alhambra USD) to waive *Education Code* (*EC*) Section 52522(b) to increase from five percent to seven percent the proportion of their adult education state block entitlement that may be used to implement approved Adult Education Innovation and Alternative Instructional Delivery Programs. Waiver Number: 4-2-2005	☒ **Action** ☒ **Consent**

RECOMMENDATION

☐ **Approval** ☒ **Approval with conditions** ☐ **Denial**

That *EC* Section 33051(c) will apply, and the district will not be required to reapply annually if the information contained on the request remains the same.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Waivers of this type have been approved by the State Board Of Education (SBE) since 2001. In more recent years, “permanent” waivers under *EC* Section 33051(c) have been granted. The California Department of Education (CDE) is proposing a legislative change to make this increase permissive in the statute.

SUMMARY OF KEY ISSUES

In 1993 the California Legislature passed *EC* Section 52522 permitting the Superintendent of Public Instruction to approve adult school plans to spend up to five percent of their block entitlement on innovation and alternative instructional delivery.

Adult education program application requirements include reimbursement and accountability worksheets for all courses. Courses must be approved by the CDE per *EC* Section 52515, and certification of an approved attendance accountability system is required. All ten mandated adult education program areas are eligible, however the majority of approved applications offer coursework in Elementary Basic Skills, English as a Second Language, Citizenship, and Parent Education.

Increased access to instruction for hard-to-serve adults is a basic tenet of adult education innovation and alternative instructional delivery programs. Checking out video and print materials, a decidedly low-cost, low-tech approach, has been the most prevalent innovation, however approved alternative instructional delivery modes also include live cable broadcast; audio check out, text, workbook and study packet assignments; and computer-based delivery.

The SBE adopted waiver guidelines in March 2002 for local educational agencies (LEAs) that apply for a waiver to increase the maximum allowable percentage of their state block entitlement expendable for innovation and alternative instructional delivery from five percent to seven percent.

Alhambra USD has submitted all items requested in the SBE waiver renewal guidelines and the review of documentation supports waiver approval.

The CDE recommends approval applying *EC* 35051(c) so that the district will not be required to reapply annually for this waiver if information contained on the request remains the same.

WAIVER GUIDELINES

The waiver request includes the following:

1. Verification that all other requirements of the Adult Education Program in the LEA are in current statutory compliance.

   ☒ Approval ☐ Denial

   Alhambra USD verification has been submitted and is on file.

2. Verification that the ratio of average daily attendance for adult education innovation and alternative instructional delivery of pupils to certificated employees responsible for adult education innovation and alternative instructional delivery shall not exceed the equivalent ratio of pupils to certificated employees for all other adult education programs operated by the district.

   ☒ Approval ☐ Denial

   Alhambra USD verification has been submitted and is on file for the prior four years.

3. Verification that the district's prior three-year history for annual apportionment indicates growth, stability, or not more than a 4.5 percent decline per year. Changes in the number of students with limited access that may support overall ADA loss in the regular adult education state apportionment program must be documented.

   ☒ Approval ☐ Denial

   Verification indicates stability within the prior three-year history for annual apportionment as well as yearly growth. Additionally, since the adult education innovation and alternative instructional delivery program's beginning in 1996-1997, this program has exceeded it's five percent proportion of their state block entitlement. Alhambra USD's verification has been submitted and is on file.

4. A request for an increase from **five percent to an amount not greater than seven percent** of the amount of the adult block entitlement that may be used for innovation and alternative instructional delivery programs to include a description of the program and a rational for change. Information and documentation in all of the following three areas is required for consideration of the waiver:

   - Increase In Number of Students with Limited Access to Traditional Education Options

   Alhambra USD verification of increase in the student population with limited access to traditional education options has been submitted and is on file. Alhambra experiences demographic number of second language speakers well over 85 percent of all households.

   ☒ Approval ☐ Denial

   - Increase In Program Capacity

   Alhambra USD verification of increased program capacity has been submitted and is on file. Program expansion increasing curriculum delivery and access to curriculum is documented. The number of instructors has increased and all classes are at capacity.

   ☒ Approval ☐ Denial

   - Improved Student Assessment Documentation

   Alhambra USD verification of improved student assessment documentation has been submitted and is on file.

   The Innovation Program has added additional optional Comprehensive Adult Student Assessment System (CASAS) tests and teachers now have access to full reports of all tests that students have previously taken as well as current reporting.

   ☒ Approval ☐ Denial

Condition of Renewal:

In order to be granted a renewal of this waiver, a district must also provide documentation demonstrating achievement of students in the adult education innovation and new technologies delivery program that is equal to or better than that of students in the regular adult education state apportionment program.

Alhambra USD Distance Learning Program has submitted CASAS gains equal to or better than those achieved in traditional delivery classes for the past eight years.

Authority for Waiver: *EC* Section 33050

Period of request: July 1, 2005, to June 30, 2007, *EC* 33051(c) will apply

Local board approval date(s): February 1, 2005

Public hearing held on date(s): February 1, 2005

Bargaining unit(s) consulted on date(s): January 4, 2005

Name of bargaining unit/representative(s) consulted: Gloria Tauson

Position of bargaining unit(s) (choose only one):
☐ Neutral ☒ Support ☐ Oppose

Public hearing advertised by (choose one or more):
☐ posting in a newspaper ☒ posting at each school ☒ other (specify) city halls, libraries, parent newsletters

Advisory committee(s) consulted: Not necessary for renewal waiver unless controversial.

Objections raised (choose one): ☐ None ☐ Objections are as follows:
Not necessary for renewal waiver unless controversial.

Date(s) consulted: Not necessary for renewal waiver unless controversial.

FISCAL ANALYSIS (AS APPROPRIATE)

Approval adjusts the percentage within the district's fixed adult education block entitlement. No additional funding would result from approval of this waiver request.

BACKGROUND INFORMATION

Consent Item: Waiver request forms and supporting document are available for inspection in the Waiver Office.

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

☒ **General Waiver**

SUBJECT	
Request by **Sacramento City Unified School District** (Sacramento City USD) to waive *Education Code* (*EC*) Section 52522(b) to increase from five percent to seven percent the proportion of their adult education state block entitlement that may be used to implement approved Adult Education Innovation and Alternative Instruction Delivery Programs. Waiver Number: 19-4-2005	☒ **Action** ☒ **Consent**

RECOMMENDATION

☐ **Approval** ☒ **Approval with conditions** ☐ **Denial**

That *EC* Section 33051(c) will apply, and the district will not be required to reapply annually if the information contained on the request remains the same.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Waivers of this type have been approved by the State Board Of Education (SBE) since 2001. In more recent years, “permanent” waivers under *EC* Section 33051(c) have been granted. The California Department of Education (CDE) is proposing a statutory change to raise the percentage and eliminate the need for these waivers.

SUMMARY OF KEY ISSUES

In 1993, the California Legislature passed *EC* Section 52522 permitting the State Superintendent of Public Instruction to approve adult school plans to spend up to five percent of their block entitlement on innovation and alternative instructional delivery.

Adult education program application requirements include reimbursement and accountability worksheets for all courses. Courses must be approved by the CDE per *EC* Section 52515, and certification of an approved attendance accountability system is required. All ten mandated adult education program areas are eligible. However, the majority of approved applications offer coursework in Elementary Basic Skills, English as a Second Language, Citizenship, and Parent Education.

Increased access to instruction for hard-to-serve adults is a basic tenet of adult education innovation and alternative instructional delivery programs. Checking out video and print materials, a decidedly low-cost, low-tech approach, has been the most prevalent innovation. However, approved alternative instructional delivery modes also include live cable broadcast; audio check out; text, workbook and study packet assignments; and computer-based delivery.

The SBE adopted waiver guidelines in March 2002 for local educational agencies (LEAs) that apply for a waiver to increase the maximum allowable percentage of their state block entitlement expendable for innovation and alternative instructional delivery from five percent to seven percent.

Sacramento City USD has submitted all items requested in the SBE waiver guidelines and the review of documentation supports waiver approval.

The CDE recommends approval of this request. If approved, *EC* Section 35051(c) will apply, so that the district will not be required to reapply annually for this waiver if the information contained on the request remains the same.

WAIVER GUIDELINES

The waiver request includes the following:

1. Verification that all other requirements of the Adult Education Program in the LEA are in current statutory compliance.

   ☒ Approval ☐ Denial

   Sacramento City USD verification has been submitted and is on file.

2. Verification that the ratio of average daily attendance for adult education innovation and alternative instructional delivery of pupils to certificated employees responsible for adult education innovation and alternative instructional delivery shall not exceed the equivalent ratio of pupils to certificated employees for all other adult education programs operated by the district.

   ☒ Approval ☐ Denial

   Sacramento City USD verification has been submitted and is on file.

3. Verification that the district's prior three-year history for annual apportionment indicates growth, stability, or not more than a 4.5 percent decline per year. Changes in the number of students with limited access that may support overall ADA loss in the regular adult education state apportionment program must be documented.

   ☒ Approval ☐ Denial

   Sacramento City USD verification indicates stability and is on file.

4. A request for an increase from **five percent to an amount not greater than seven percent** of the amount of the adult block entitlement that may be used for innovation and alternative instructional delivery programs to include a description of the program and a rational for change. Information and documentation in all of the following three areas is required for consideration of the waiver:

- Increase In Number of Students with Limited Access to Traditional Education Options

Sacramento City USD verification of increase in the student population with limited access to traditional education options has been submitted and is on file.

☒ Approval ☐ Denial

- Increase In Program Capacity

Sacramento City USD verification of increased program capacity has been submitted and is on file. Program expansion increasing curriculum delivery and access to curriculum is documented. Additional sites and expanded program hours have been added.

☒ Approval ☐ Denial

- Improved Student Assessment Documentation

Sacramento City USD verification of improved student assessment documentation has been submitted and is on file.

The Innovation Program has improved procedures for testing and form completion of Comprehensive Adult Student Assessment System (CASAS) materials. Rates of matched pairs entry has increased, indicating improved assessment.

☒ Approval ☐ Denial

Authority for Waiver: *EC* Section 33050

Period of request: July 1, 2004, to June 30, 2006

Local board approval date(s): April 21, 2005

Public hearing held on date(s): April 21, 2005

Bargaining unit(s) consulted on date(s): April 1, 2005, and April 8, 2005

Name of bargaining unit/representative(s) consulted: Sacramento California Teachers Association, Marcie Launey; SEIU, Ulysses Madison; Teamsters Local, Chuck Brooks; UPE United Professional Educators, Harriet Young

Position of bargaining unit(s) (choose only one):
☐ Neutral ☒ Support ☐ Oppose

Public hearing advertised by (choose one or more):
☒ posting in a newspaper ☐ posting at each school ☐ other (specify) The *Sacramento Bee*, April 7, 2005

Advisory committee(s) consulted: Adult Education Center site council

Objections raised (choose one): ☒ None ☐ Objections are as follows:

Date(s) consulted: April 5, 2005

FISCAL ANALYSIS (AS APPROPRIATE)

Approval adjusts the percentage within the district's fixed adult education block entitlement. No additional funding would result from approval of this waiver request.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for Web viewing but are available for inspection in the Waiver Office.

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

☒ **General Waiver**

SUBJECT	
Renewal request by **Torrance Unified School District** (Torrance USD) to waive *Education Code* (*EC*) Section 52522(b) to increase from five percent to seven percent the proportion of their adult education state block entitlement that may be used to implement approved Adult Education Innovation and Alternative Instructional Delivery Programs. Waiver Number: 25-3-2005	☒ **Action** ☒ **Consent**

RECOMMENDATION

☐ **Approval** ☒ **Approval with conditions** ☐ **Denial**

That *EC* Section 33051(c) will apply, and the district will not be required to reapply annually if the information contained on the request remains the same.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Waivers of this type have been approved by the State Board of Education (SBE) since 2001. In more recent years, “permanent” waivers under *EC* Section 33051(c) have been granted. The California Department of Education (CDE) is proposing a statutory change to raise the percentage and eliminate the need for these waivers.

SUMMARY OF KEY ISSUES

In 1993, the California Legislature passed *EC* Section 52522 permitting the State Superintendent of Public Instruction to approve adult school plans to spend up to five percent of their block entitlement on innovation and alternative instructional delivery.

Adult education program application requirements include reimbursement and accountability worksheets for all courses. Courses must be approved by the CDE per *EC* Section 52515, and certification of an approved attendance accountability system is required. All ten mandated adult education program areas are eligible. However, the majority of approved applications offer coursework in Elementary Basic Skills, English as a Second Language, Citizenship, and Parent Education.

Increased access to instruction for hard-to-serve adults is a basic tenet of adult education innovation and alternative instructional delivery programs. Checking out video and print materials, a decidedly low-cost, low-tech approach, has been the most prevalent innovation. However, approved alternative instructional delivery modes also include live cable broadcast; audio check out; text, workbook and study packet assignments; and computer-based delivery.

The SBE adopted waiver guidelines in March 2002 for local educational agencies (LEAs) that apply for a waiver to increase the maximum allowable percentage of their state block entitlement expendable for innovation and alternative instructional delivery from five percent to seven percent.

Torrance USD has submitted all items requested in the SBE waiver renewal guidelines and the review of documentation supports waiver approval.

The CDE recommends approval of this request. If approved, *EC* Section 35051(c) will apply (because this is a renewal which extends approval of the waiver for a second consecutive year), so that the district will not be required to reapply annually for this waiver if the information contained in the request remains the same.

WAIVER GUIDELINES

The waiver request includes the following:

1. Verification that all other requirements of the Adult Education Program in the LEA are in current statutory compliance.

   ☒ Approval ☐ Denial

   Torrance USD verification has been submitted and is on file.

2. Verification that the ratio of average daily attendance for adult education innovation and alternative instructional delivery of pupils to certificated employees responsible for adult education innovation and alternative instructional delivery shall not exceed the equivalent ratio of pupils to certificated employees for all other adult education programs operated by the district.

   ☒ Approval ☐ Denial

   Torrance USD verification has been submitted and is on file.

3. Verification that the district's prior three-year history for annual apportionment indicates growth, stability, or not more than a 4.5 percent decline per year. Changes in the number of students with limited access that may support overall ADA loss in the regular adult education state apportionment program must be documented.

   ☒ Approval ☐ Denial

   Verification indicates stability within the prior three-year history for annual apportionment as well as yearly growth. Additionally, since the adult education innovation and alternative instructional delivery program's beginning in 1998, this program has exceeded it's five percent proportion of their state block entitlement. Torrance USD's verification has been submitted and is on file.

4. A request for an increase from **five percent to an amount not greater than seven percent** of the amount of the adult block entitlement that may be used for innovation and alternative instructional delivery programs to include a description of the program and a rational for change. Information and documentation in all of the following three areas is required for consideration of the waiver:

   - Increase In Number of Students with Limited Access to Traditional Education Options

   Torrance USD verification of increase in the student population with limited access to traditional education options has been submitted and is on file.

   ☒ Approval ☐ Denial

   - Increase In Program Capacity

   Torrance USD verification of increased program capacity has been submitted and is on file. Program expansion increasing curriculum delivery and access to curriculum is documented.

   ☒ Approval ☐ Denial

   - Improved Student Assessment Documentation
   -

   Torrance USD verification of improved student assessment documentation has been submitted and is on file.

   ☒ Approval ☐ Denial

Condition of Renewal:

In order to be granted a renewal of this waiver, a district must also provide documentation demonstrating achievement of students in the adult education innovation and new technologies delivery program that is equal to or better than that of students in the regular adult education state apportionment program.

Torrance USD Distance Learning Program has submitted CASAS data supporting an increased gain for Distance Learning students eight percent higher than gains achieved in traditional delivery classes.

Authority for Waiver: *EC* Section 33050

Period of request: June 29, 2004, to August 2005 (extending the waiver for a second consecutive year)

Local board approval date(s): March 21, 2005

Public hearing held on date(s): March 21, 2005

Bargaining unit(s) consulted on date(s): March 7, 2005

Name of bargaining unit/representative(s) consulted: Torrance Teachers Association

Position of bargaining unit(s) (choose only one):
☐ Neutral ☒ Support ☐ Oppose

Public hearing advertised by (choose one or more):
☒ posting in a newspaper ☒ posting at each school ☒ other (specify) Board of Education Pre Agenda-Site Council

Advisory committee(s) consulted: Not necessary for renewal waiver (unless controversial).

Objections raised (choose one): ☐ None ☐ Objections are as follows: N/A

Date(s) consulted: N/A

FISCAL ANALYSIS (AS APPROPRIATE)

Approval adjusts the percentage within the district's fixed adult education block entitlement. No additional funding would result from approval of this waiver request.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for Web viewing but are available for inspection in the Waiver Office.

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

☒ **General Waiver**

SUBJECT	
Request by **Pajaro Valley Unified School District** (Pajaro Valley USD) to waive *Education Code* (*EC*) Section 52522(b) to increase from five percent to seven percent the proportion of their adult education state block entitlement that may be used to implement approved Adult Education Innovation and Alternative Instructional Delivery Programs. Waiver Number: 51-3-2005	☒ **Action** ☒ **Consent**

RECOMMENDATION

☐ **Approval** ☒ **Approval with conditions** ☐ **Denial**

That *EC* Section 33051(c) will apply, and the district will not be required to reapply annually if the information contained on the request remains the same.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Waivers of this type have been approved by the State Board Of Education (SBE) since 2001. In more recent years, “permanent” waivers under *EC* Section 33051(c) have been granted. The California Department of Education (CDE) is proposing a statutory change to raise the percentage and eliminate the need for these waivers.

SUMMARY OF KEY ISSUES

In 1993, the California Legislature passed *EC* Section 52522 permitting the State Superintendent of Public Instruction to approve adult school plans to spend up to five percent of their block entitlement on innovation and alternative instructional delivery.

Adult education application requirements include reimbursement and accountability worksheets for all courses. Courses must be approved by the CDE per *EC* Section 52515, and certification of an approved attendance accountability system is required. All ten mandated adult education program areas are eligible. However, the majority of approved applications offer coursework in Elementary Basic Skills, English as a Second Language, Citizenship, and Parent Education.

Increased access to instruction for hard-to-serve adults is a basic tenet of adult education innovation and alternative instructional delivery programs. Checking out video and print materials, a decidedly low-cost, low-tech approach, has been the most prevalent innovation. However, approved alternative instructional delivery modes also include live cable broadcast; audio check out; text, workbook and study packet assignments; and computer-based delivery.

The SBE adopted waiver guidelines in March 2002 for local educational agencies (LEAs) that apply for a waiver to increase the maximum allowable percentage of their state block entitlement expendable for innovation and alternative instructional delivery from five percent to seven percent.

Pajaro Valley USD has submitted all items requested in the SBE waiver guidelines and the review of documentation supports waiver approval.

The CDE recommends approval of this request. If approved, *EC* Section 35051(c) will apply, so that the district will not be required to reapply annually for this waiver if the information contained in the request remains the same.

WAIVER GUIDELINES

The waiver request includes the following:

1. Verification that all other requirements of the Adult Education Program in the LEA are in current statutory compliance.

   ☒ Approval ☐ Denial

   Pajaro Valley USD verification has been submitted and is on file.

2. Verification that the ratio of average daily attendance for adult education innovation and alternative instructional delivery of pupils to certificated employees responsible for adult education innovation and alternative instructional delivery shall not exceed the equivalent ratio of pupils to certificated employees for all other adult education programs operated by the district.

   ☒ Approval ☐ Denial

   Pajaro Valley USD verification has been submitted and is on file.

3. Verification that the district's prior three-year history for annual apportionment indicates growth, stability, or not more than a 4.5 percent decline per year. Changes in the number of students with limited access that may support overall ADA loss in the regular adult education state apportionment program must be documented.

   ☒ Approval ☐ Denial

   Verification indicates rapid growth, an increase of 45 percent in three years.

4. A request for an increase from **five percent to an amount not greater than seven percent** of the amount of the adult block entitlement that may be used for innovation and alternative instructional delivery programs to include a description

of the program and a rational for change. Information and documentation in all of the following three areas is required for consideration of the waiver:

- Increase In Number of Students with Limited Access to Traditional Education Options

Pajaro Valley USD verification of increase in the student population with limited access to traditional education options has been submitted and is on file. Demographic analysis show an increasing number of new residents are English learners and attached to the seasonal, migratory agriculture workforce.

☒ Approval ☐ Denial

- Increase In Program Capacity

Pajaro Valley USD verification of increased program capacity has been submitted and is on file. Program expansion increasing curriculum delivery and access to curriculum is documented. Additional sites and expanded program hours have been added.

☒ Approval ☐ Denial

- Improved Student Assessment Documentation

Pajaro Valley USD verification of improved student assessment documentation has been submitted and is on file.

The Innovation Program has improved procedures for testing and form completion of Comprehensive Adult Student Assessment System (CASAS) materials. Rates of matched pairs entry has increased, indicating improved assessment.

☒ Approval ☐ Denial

Authority for Waiver: *EC* Section 33050

Period of request: July 1, 2004, to June 30, 2006

Local board approval date(s): March 16, 2005

Public hearing held on date(s): March 16, 2005

Bargaining unit(s) consulted on date(s): January 28, 2005

Name of bargaining unit/representative(s) consulted: Pajaro Valley Federation of Teachers/American Federation of Teachers Executive Council and Negotiations of Teachers; Michael Hillyer, representative

Position of bargaining unit(s) (choose only one):
☐ Neutral ☒ Support ☐ Oppose

Public hearing advertised by (choose one or more):
☒ posting in a newspaper ☐ posting at each school ☒ other (specify) Board Agenda Notice

Advisory committee(s) consulted: Watsonville/Aptos Adult Education School Council

Objections raised (choose one): ☒ None ☐ Objections are as follows:

Date(s) consulted: January 19, 2005

FISCAL ANALYSIS (AS APPROPRIATE)

Approval adjusts the percentage within the district's fixed adult education block entitlement. No additional funding would result from approval of this waiver request.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for Web viewing but are available for inspection in the Waiver Office.

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

☒ **General Waiver**

SUBJECT	
Request by **Hacienda La Puente Unified School District** (USD) to waive *Education Code (EC)* Section 52522(b) to increase from five percent to seven percent the proportion of their adult education state block entitlement that may be used to implement approved Adult Education Innovation and Alternative Instructional Delivery Programs. Waiver Number: 4-12-2004	☒ **Action** ☒ **Consent**

RECOMMENDATION

☐ **Approval** ☒ **Approval with conditions** ☐ **Denial**

That *EC* Section 33051(c) will apply, and the district will not be required to reapply annually if the information contained on the request remains the same.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Waivers of this type have been approved by the State Board Of Education (SBE) since 2001. In more recent years, “permanent” waivers under *EC* Section 33051(c) have been granted. The California Department of Education (CDE) is proposing a statutory change to raise the percentage and eliminate the need for these waivers.

SUMMARY OF KEY ISSUES

In 1993, the California Legislature passed *EC* Section 52522 permitting the State Superintendent of Public Instruction to approve adult school plans to spend up to five percent of their block entitlement on innovation and alternative instructional delivery.

Adult education application requirements include reimbursement and accountability worksheets for all courses. Courses must be approved by the CDE per *EC* Section 52515, and certification of an approved attendance accountability system is required. All ten mandated adult education program areas are eligible. However, the majority of approved applications offer coursework in Elementary Basic Skills, English as a Second Language, Citizenship, and Parent Education.

Increased access to instruction for hard-to-serve adults is a basic tenet of adult education innovation and alternative instructional delivery programs. Checking out video and print materials, a decidedly low-cost, low-tech approach, has been the most prevalent innovation. However, approved alternative instructional delivery modes also include live cable broadcast; audio check out; text, workbook and study packet assignments; and computer-based delivery.

The SBE adopted waiver guidelines in March 2002 for local educational agencies (LEAs) that apply for a waiver to increase the maximum allowable percentage of their state block entitlement expendable for innovation and alternative instructional delivery from five percent to seven percent.

Hacienda La Puente USD has submitted all items requested in the SBE waiver guidelines and the review of documentation supports waiver approval.

An audit finding was recorded against the Hacienda La Puente USD adult education program in 1990-91. The district corrected all issues identified by the Controller's Office by 1992. The district changed or eliminated practices that were not approved by the CDE. Over the following five years, Hacienda La Puente USD completely resolved the fiscal finding and repaid the CDE.

The CDE recommends approval of this request. If approved, *EC* Section 35051(c) will apply, so that the district will not be required to reapply annually for this waiver if information contained on the request remains the same.

WAIVER GUIDELINES

The waiver request includes the following:

1. Verification that all other requirements of the Adult Education Program in the LEA are in current statutory compliance.

   ☒ Approval ☐ Denial

   Hacienda La Puente USD verification has been submitted and is on file.

2. Verification that the ratio of average daily attendance for adult education innovation and alternative instructional delivery of pupils to certificated employees responsible for adult education innovation and alternative instructional delivery shall not exceed the equivalent ratio of pupils to certificated employees for all other adult education programs operated by the district.

   ☒ Approval ☐ Denial

   Hacienda La Puente USD verification has been submitted and is on file.

3. Verification that the district's prior three-year history for annual apportionment indicates growth, stability, or not more than a 4.5 percent decline per year. Changes in the number of students with limited access that may support overall ADA loss in the regular adult education state apportionment program must be documented.

   ☒ Approval ☐ Denial

   Verification indicates stability within the prior three-year history for annual apportionment as well as yearly growth. Hacienda La Puente USD's verification has been submitted and is on file.

4. A request for an increase from **five percent to an amount not greater than seven percent** of the amount of the adult block entitlement that may be used for innovation and alternative instructional delivery programs to include a description of the program and a rational for change. Information and documentation in all of the following three areas is required for consideration of the waiver:

   - Increase In Number of Students with Limited Access to Traditional Education Options

   Hacienda La Puente USD verification of increase in the student population with limited access to traditional education options has been submitted and is on file. Adult education classes have lost access to five elementary school sites while experiencing demographic increase in number of second language speakers.

   ☒ Approval ☐ Denial

   - Increase In Program Capacity

   Hacienda La Puente USD verification of increased program capacity has been submitted and is on file. Program expansion increasing curriculum delivery and access to curriculum is documented. The number of instructors has increased and all classes are at capacity. Program has expanded from one to three instructional program areas.

   ☒ Approval ☐ Denial

   - Improved Student Assessment Documentation

   Hacienda La Puente USD verification of improved student assessment documentation has been submitted and is on file.

   The Innovation Program has added additional optional Comprehensive Adult Student Assessment System (CASAS) tests.

   ☒ Approval ☐ Denial

Authority for Waiver: EC (EC) Section 33050

Period of request: July 1, 2004 to June 30, 2006. *EC* Section 33051(c) will apply.

Local board approval date(s): September 9, 2004

Public hearing held on date(s): September 9, 2004

Bargaining unit(s) consulted on date(s): September 7, 2004

Name of bargaining unit/representative(s) consulted: John Crowther

Position of bargaining unit(s) (choose only one):
☐ Neutral ☒ Support ☐ Oppose

Public hearing advertised by (choose one or more):
☒ posting in a newspaper ☐ posting at each school ☐ other (specify)

Advisory committee(s) consulted: Community Advisory Committee

Objections raised (choose one): ☒ None ☐ Objections are as follows:

Date(s) consulted: May 12, 2004

FISCAL ANALYSIS (AS APPROPRIATE)

Approval adjusts the percentage within the district's fixed adult education block entitlement. No additional funding would result from approval of this waiver request.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for Web viewing but are available for inspection in the Waiver Office.

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

☒ **General Waiver**

SUBJECT	
Request by **Vallejo City Unified School District** (Vallejo City USD) to waive *Education Code* (*EC*) Section 52522(b) to increase from five percent to seven percent the proportion of their adult education state block entitlement that may be used to implement approved Adult Education Innovation and Alternative Instructional Delivery Programs. Waiver Number: 17-1-2005	☒ **Action** ☒ **Consent**

RECOMMENDATION

☐ **Approval** ☒ **Approval with conditions** ☐ **Denial**

That the waiver be for one year only.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Waivers of this type have been approved by the State Board Of Education (SBE) since 2001. In more recent years, “permanent” waivers under *EC* Section 33051(c) have been granted. The California Department of Education (CDE) is proposing a statutory change to raise the percentage and eliminate the need for these waivers.

SUMMARY OF KEY ISSUES

In 1993, the California Legislature passed *EC* Section 52522 permitting the State Superintendent of Public Instruction to approve adult school plans to spend up to five percent of their block entitlement on innovation and alternative instructional delivery.

Adult education program application requirements include reimbursement and accountability worksheets for all courses. Courses must be approved by the CDE per *EC* Section 52515, and certification of an approved attendance accountability system is required. All ten mandated adult education program areas are eligible. However, the majority of approved applications offer coursework in Elementary Basic Skills, English as a Second Language, Citizenship, and Parent Education.

Increased access to instruction for hard-to-serve adults is a basic tenet of adult education innovation and alternative instructional delivery programs. Checking out video and print materials, a decidedly low-cost, low-tech approach, has been the most prevalent innovation. However, approved alternative instructional delivery modes also include live cable broadcast; audio check out; text, workbook and study packet assignments; and computer-based delivery.

The SBE adopted waiver guidelines in March 2002 for local educational agencies (LEAs) that apply for a waiver to increase the maximum allowable percentage of their state block entitlement expendable for innovation and alternative instructional delivery from five percent to seven percent.

Vallejo City USD has submitted all items requested in the SBE waiver guidelines and the review of documentation supports waiver approval.

The CDE recommends approval for one year. Vallejo City USD is being administered by the CDE, and the State Administrator has signed the one-year waiver request.

WAIVER GUIDELINES

The waiver request includes the following:

1. Verification that all other requirements of the Adult Education Program in the LEA are in current statutory compliance.

   ☒ Approval ☐ Denial

   Vallejo City USD verification has been submitted and is on file.

2. Verification that the ratio of average daily attendance for adult education innovation and alternative instructional delivery of pupils to certificated employees responsible for adult education innovation and alternative instructional delivery shall not exceed the equivalent ratio of pupils to certificated employees for all other adult education programs operated by the district.

   ☒ Approval ☐ Denial

   Vallejo City USD verification has been submitted and is on file.

3. Verification that the district's prior three-year history for annual apportionment indicates growth, stability, or not more than a 4.5 percent decline per year. Changes in the number of students with limited access that may support overall ADA loss in the regular adult education state apportionment program must be documented.

   ☒ Approval ☐ Denial

   Verification indicates stability within the prior three-year history for annual apportionment. Vallejo City USD's verification has been submitted and is on file.

4. A request for an increase from **five percent to an amount not greater than seven percent** of the amount of the adult block entitlement that may be used for innovation and alternative instructional delivery programs to include a description of the program and a rational for change. Information and documentation in all of the following three areas is required for consideration of the waiver:

   - Increase In Number of Students with Limited Access to Traditional Education Options

   Vallejo City USD verification of increase in the student population with limited access to traditional education options has been submitted and is on file.

☒ Approval ☐ Denial

- Increase In Program Capacity

Vallejo City USD verification of increased program capacity has been submitted and is on file. The number of course offerings has increased and now also includes the new program area entitled employability skills.

☒ Approval ☐ Denial

- Improved Student Assessment Documentation

Vallejo City USD verification of improved student assessment documentation has been submitted and is on file.

The Innovation Program has provided additional training for staff on integrated uses of the Comprehensive Adult Student Assessment System (CASAS).

☒ Approval ☐ Denial

Authority for Waiver: *EC* Section 33050

Period of request: July 1, 2004, to June 30, 2005

Local board approval date(s): January 12, 2005

Public hearing held on date(s): January 12, 2005

Bargaining unit(s) consulted on date(s): January 10, 2005

Name of bargaining unit/representative(s) consulted: Janice Sullivan, President, Vallejo Education Association

Position of bargaining unit(s) (choose only one):
☐ Neutral ☒ Support ☐ Oppose

Public hearing advertised by (choose one or more):
☒ posting in a newspaper ☒ posting at each school ☒ other (specify) Notice posted at district office.

Advisory committee(s) consulted: School site council

Objections raised (choose one): ☒ None ☐ Objections are as follows: N/A

Date(s) consulted: December 15, 2004

FISCAL ANALYSIS (AS APPROPRIATE)

Approval adjusts the percentage within the district's fixed adult education block entitlement. No additional funding would result from approval of this waiver request.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for Web viewing but are available for inspection in the Waiver Office.

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

☒ **Federal Waiver**

SUBJECT	
Request by **Warner Unified School District** for a waiver of Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) Waiver Number: Fed-2-2005	☒ **Action** ☒ **Consent**

RECOMMENDATION

☒ Approval ☐ Approval with conditions ☐ Denial

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) adopted guidelines in February 2001 to assist California Department of Education (CDE) staff in reviewing this type of waiver (Waiver Policy #2001-02). The SBE has approved a number of these waivers over the years.

SUMMARY OF KEY ISSUES

Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) requires local educational agencies (LEAs) whose allocations are less that $15,000 to enter into a consortium with other LEAs for the purpose of meeting the $15,000 minimum grant requirement. Section 131(d)(2) of the Act permits states to waive the consortium requirement in any case in which the LEA is:

- In a rural, sparsely populated area, or is a public charter school operating secondary vocational and technical education programs; and
- Demonstrates it is unable to enter into a consortium to participate in the Perkins funding.

CDE staff contacted the Warner Unified School District and verified that the LEA meets the waiver criteria. The LEA requests a consortium waiver in order to receive its allocated funds for the 2004-05 program year.

Authority for Waiver: Carl D. Perkins Vocational and Technical Education Act of 1998, Section 131(d)(2).

Period of request: July 1, 2004, through June 30, 2005

Local board approval date(s): March 10, 2005

FISCAL ANALYSIS (AS APPROPRIATE)

Approval will enable the Warner Unified School District to receive its Perkins funds for the 2004-05 program year (estimated to be approximately $12,175) without having to participate in a consortium. The waiver has no significant effect on the distribution of Perkins funds statewide.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for Web viewing but are available for inspection in the Waiver Office.

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

☒ **Federal Waiver**

SUBJECT	
Request by **Shasta County Office of Education** for a waiver of Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) Waiver Number: Fed-22-1-2005	☒ **Action** ☒ **Consent**

RECOMMENDATION

☒ Approval ☐ Approval with conditions ☐ Denial

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) adopted guidelines in February 2001 to assist California Department of Education (CDE) staff in reviewing this type of waiver (Waiver Policy #2001-02). The SBE has approved a number of these waivers over the years.

SUMMARY OF KEY ISSUES

Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) requires local educational agencies (LEAs) whose allocations are less that $15,000 to enter into a consortium with other LEAs for the purpose of meeting the $15,000 minimum grant requirement. Section 131(d)(2) of the Act permits states to waive the consortium requirement in any case in which the LEA is:

- In a rural, sparsely populated area, or is a public charter school operating secondary vocational and technical education programs; and
- Demonstrates it is unable to enter into a consortium to participate in the Perkins funding.

CDE staff contacted the Shasta County Office of Education and verified that the LEA received its first consortium waiver in the 2000-01 program year, and that the LEA continues to meet the waiver criteria. The LEA requests a renewal of the consortium waiver in order to receive its allocated funds for the 2004-05 program year.

Authority for Waiver: Carl D. Perkins Vocational and Technical Education Act of 1998, Section 131(d)(2).

Period of request: July 1, 2004, through June 30, 2005

Local board approval date(s): January 26, 2005

FISCAL ANALYSIS (AS APPROPRIATE)

Approval will enable the Shasta County Office of Education to receive its Perkins funds for the 2004-05 program year (estimated to be approximately $14,229) without having to participate in a consortium. The waiver has no significant effect on the distribution of Perkins funds statewide.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for Web viewing but are available for inspection in the Waiver Office.

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

☒ **General Waiver**

SUBJECT	
Request by **Los Angeles Unified School District** to waive *California Code of Regulations (CCR)*, Title 5, Section 11960 to allow the charter school attendance for Pacoima Charter School to be calculated as if it were a "regular" multi-track school. Waiver Number: 33-3-2005	☒ **Action** ☒ **Consent**

RECOMMENDATION

☐ **Approval** ☒ **Approval with conditions** ☐ **Denial**

That: 1) Pacoima Charter School will report attendance for a maximum of four tracks; 2) each track will provide a minimum of 175 days; 3) Pacoima Charter School will operate with a multi-track calendar for the school year 2004-05 only; 4) no track will have fewer than 55 percent of its school days prior to April 15; and 5) the average daily attendance (ADA) will be separately calculated in each track, rather than for the school as a whole.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

At its July 2000 meeting, the State Board of Education approved the Charter School Average Daily Attendance Waiver Policy (#2000-05) that applies to this waiver request. Many such waivers have been approved.

SUMMARY OF KEY ISSUES

CCR, Title 5, Section 11960 defines regular average daily attendance (ADA) in a charter school, and established the calculation for determining ADA.

> *CCR*, Title 5 Section 11960(*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.

There is no allowance in this calculation for multi track charters, for example with this charter, the average daily attendance (ADA) reported in at P-2 is multiplied by 180 days (in a track), then divided by 241 days (in the school year). The fraction created reduces the allowable ADA to be claimed, and the charter schools fiscal allotment would be reduced by 1.6 million dollars for the year, based on current enrollment.

Pacoima Charter School is a conversion charter school in Los Angeles Unified School District. Prior to becoming a charter school, it operated for 27 years on a multi-track calendar. As a charter school, Pacoima Charter School continues to operate four tracks, each consisting of 180 days, with the total number of instructional minutes provided as per *Education Code* Section 46201.5(a)(2). The waiver will allow CDE to calculate Pacoima's charter ADA "as if they were a regular school with multiple tracks".

The charter has proved that no track has fewer than 55 percent of its school days occurring prior to April 15. The school has limited facilities, which necessitates a multi-track calendar to continue to accommodate the student population.

Charter schools that operate on a multi-track calendar may request this waiver. A waiver of this section will allow Pacoima Charter School to exceed 200 days of instruction and separately calculate the Average Daily Attendance (ADA) for each track, rather than for the school as a whole.

On the basis of this analysis, and with the conditions as listed, the California Department of Education recommends approval of this waiver for the period requested.

Authority for Waiver: *Education Code* (*EC*) Section 33050, *CCR*, Title 5, Section 11960(a).

Period of request: July 1, 2004 – June 30, 2006

Local board approval date(s): March 8, 2005

Public hearing held on date(s): March 8, 2005

Bargaining unit(s) consulted on date(s): January 27, 2005

Name of bargaining unit/representative(s) consulted: UTLA/Rosa Moreno

Position of bargaining unit(s) (choose only one):
☐ Neutral ☒ Support ☐ Oppose

Public hearing advertised by (choose one or more):
☒ posting in a newspaper ☐ posting at each school ☐ other (specify)

Advisory committee(s) consulted: Charter Governance Committee-Business

Objections raised (choose one): ☒ None ☐ Objections are as follows:

Date(s) consulted: February 2, 2005

FISCAL ANALYSIS (AS APPROPRIATE)

No state fiscal impact is expected as a result of this waiver. The charter itself will have a severe fiscal impact without the waiver.

BACKGROUND INFORMATION

Consent Item: Waiver request forms and supporting documents are available for inspection in the Waiver Office.

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: May 5, 2005

TO: MEMBERS, STATE BOARD OF EDUCATION

FROM: Judy Pinegar, Manager
Waiver Office

RE: Item No. WC-11

SUBJECT: Request by Los Angeles Unified School District to waive *California Code of Regulations (CCR)*, Title 5, Section 11960 to allow the charter school attendance for Pacoima Charter School to be calculated as if it were a "regular" multi-track school.

The conditions of approval in the California Department of Education recommendation section as originally printed contained some errors. The corrected conditions for this waiver approval should be as follows:

Recommended for approval with conditions:

That 1) Pacoima Charter School will report attendance for a maximum of four tracks; 2) each track will provide a minimum of 180 days; 3) the charter will operate programs that will meet the instructional minute requirements of *Education Code (EC)* Section 46201(a)(3); and 4 no track will have fewer than 55 percent of its school days prior to April 15; 5) the average daily attendance will be calculated in the same manner as is required of non-charter schools on multi-track year-round education calendars; 6) *EC* Section 35051(c) will apply.

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

☒ **General Waiver**

SUBJECT	
Request by **Learning Choice Academy** to waive *California Code of Regulations (CCR)*, Title 5, Section 11960 to allow the charter school attendance to be calculated as if it were a "regular" multi-track school. Waiver Number: 33-3-2005	☒ **Action** ☒ **Consent**

RECOMMENDATION

☐ **Approval** ☒ **Approval with conditions** ☐ **Denial**

That: 1) Learning Choice Academy will report attendance for a maximum of two tracks; 2) each track will provide a minimum of 175 days; 3) Learning Choice Academy will operate with a multi-track calendar for the school year 2004-05 only; 4) no track will have fewer than 55 percent of its school days prior to April 15; and 5) the average daily attendance (ADA) will be separately calculated in each track, rather than for the school as a whole.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

At its July 2000 meeting, the State Board of Education approved the Charter School Average Daily Attendance Waiver Policy (#2000-05) that applies to this waiver request. Many such waivers have been approved.

SUMMARY OF KEY ISSUES

CCR, Title 5, Section 11960 defines regular average daily attendance (ADA) in a charter school, and established the calculation for determining ADA.

> *CCR*, Title 5 Section 11960(*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.

There is no allowance in this calculation for multi-track charters. For example, with this charter, the average daily attendance (ADA) reported in P-2 (264) is multiplied by 175 days (in a track), then divided by 190 days (in the school year). The fraction created reduces the allowable ADA to be claimed, and the charter schools fiscal allotment would be reduced by over 140,000 for the year, based on current enrollment.

Learning Choice Academy is a new charter, pulling away from the Greater San Diego Academy, also a charter, which was on a 3-track calendar with a waiver (Number 2-10-2000-WC-1), approved by the State Board of Education in December 6, 2000.

Learning Choice was just continuing its existing education program in using dual track this year, which was its first year of operation separate from Greater San Diego Academy. The charter has provided a calendar which shows each track consists of 180 days, with the total number of instructional minutes provided as per *Education Code* Section 46201.5(a)(2). The waiver will allow CDE to calculate Learning Choice Academy ADA "as if they were a regular school with multiple tracks." The charter has proved that no track has fewer than 55 percent of its school days occurring prior to April 15.

A waiver of this section will allow Learning Choice Academy School to exceed 200 days of instruction and separately calculate the Average Daily Attendance (ADA) for each track, rather than for the school as a whole. On the basis of this analysis, and with the conditions as listed, the California Department of Education recommends approval of this waiver for the period requested.

Authority for Waiver: *Education Code* (*EC*) Section 33050, *CCR*, Title 5, Section 11960(a).

Period of request: July 1, 2004 – June 30, 2006

Local board approval date(s): December 16, 2004

Public hearing held on date(s): December 16, 2004

Bargaining unit(s) consulted on date(s): Charter has no bargaining units.

Name of bargaining unit/representative(s) consulted: Charter has no bargaining units.

Position of bargaining unit(s) (choose only one): Charter has no bargaining units.
☐ Neutral ☐ Support ☐ Oppose

Public hearing advertised by (choose one or more):
☒ posting in a newspaper ☐ posting at each school ☐ other (specify)

Advisory committee(s) consulted: Charter board, with 1/3 parent representation

Objections raised (choose one): ☒ None ☐ Objections are as follows:

Date(s) consulted: December 16, 2004

FISCAL ANALYSIS (AS APPROPRIATE)

No state fiscal impact is expected as a result of this waiver. The charter itself will have a severe fiscal impact without the waiver.

BACKGROUND INFORMATION

Consent Item: Waiver request forms and supporting documents are available for inspection in the Waiver Office.

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

☒ **Specific Waiver**

SUBJECT	
Request by **Center Unified School District** for a retroactive waiver of *Education Code (EC)* Section 60119 regarding the annual public hearing and resolution on the availability of textbooks or instructional materials. The district had an audit finding for fiscal year 2002-2003 for failing to hold the public hearing. Waiver Number: 15-5-2004	☒ **Action** ☒ **Consent**

RECOMMENDATION

☒ Approval ☐ Approval with conditions ☐ Denial

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) has heard and approved previous similar waiver requests per Waiver Policy 01-06 Instructional Materials Sufficiency (*Education Code (EC)* Section 60119) Waiver of Retroactive Audit. Center Unified School District has not been cited for this finding before.

SUMMARY OF KEY ISSUES

During an audit of the 2002-2003 fiscal year Center Unified School District (CUSD) was found out of compliance with *EC* Section 60119 as the auditor could not find evidence of a public hearing or board resolution regarding the sufficiency of instructional materials. The auditor advised the district to request a waiver of EC Section 60119.

In March of 2004, the district held a hearing and adopted an *EC* Section 60119 resolution for 2003-2004 before submitting a waiver request to the department. Unfortunately, the district's resolution done in March of 2004 did not meet the stricter requirements of *EC* Section 60119 in the aftermath of the *Williams* Case settlement. The district withdrew their waiver request on July 6, 2004. However, there was no audit finding for 2003-2004 because the law provides that if the base revenue limit does not increase by at least one percent per unit of average daily attendance from the prior fiscal year, then *EC* Section 60119 does not apply.

For fiscal year 2004-2005, CUSD's board made a resolution and held the public hearing on April 6, 2005. CUSD is in compliance for the current year by properly posting notice of the meeting for ten days, posting the notice in three public places and adopting the resolution to ensure it met all of the legal requirements of *EC* Section 60119. As CUSD has now met all of the requirements under SBE Waiver Policy 01-06, the department recommends approval of this retroactive waiver request.

Authority for the Waiver: *EC* Section 41344.3

Period of request: July 1, 2002 to June 30, 2003

Local board approval date(s): March 17, 2004 and April 6, 2005

Bargaining unit(s) consulted on date(s): June 30, 2004

Name of bargaining unit(s)/representative(s): George Tigner and Joseph Pitzer, Center Unified Teachers Association

Position of bargaining unit(s) (choose only one):
☐ Neutral ☒ Support ☐ Oppose
Comments (if appropriate):

FISCAL ANALYSIS (AS APPROPRIATE)

The district would be required to repay the $238,512 in instructional materials funds received in fiscal year 2002-2003 if the waiver request is not approved.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for Web viewing but are available for inspection in the Waiver Office.

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2004 AGENDA

☒ **General Waiver**

SUBJECT	
Request by **Yolo County Regional Occupational Program** for a waiver of *Education Code (EC)* Section 52314.6 regarding the 3 percent limit on enrollment of students under the age of 16 in the Regional Occupational Program (ROP) Waiver Number: 2-1-2005	☒ **Action** ☒ **Consent**

RECOMMENDATION

☐ **Approval** ☒ **Approval with conditions** ☐ **Denial**

(1) All SBE waiver guidelines must be adhered to;
(2) Age 16 enrollments must be limited to no more than 10 percent of ADA funded in the prior year Annual Apportionment; and
(3) The waiver is approved for one year only (2005-06).

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Similar waivers have been discussed previously and approved by the State Board of Education (SBE).

SUMMARY OF KEY ISSUES

Yolo County is a county-wide ROP with programs in 4 school districts (Davis, Esparto, Winters, and Woodland). Yolo County is predominately rural and is home to two very small high schools. It is difficult to maintain a student base when limited to only those over 16 years of age. This will allow additional at-risk students the opportunity to gain work readiness and preparedness skills. Another school district has an additional new technology high school that is separate from the comprehensive high school. Davis would like to take advantage of the pathway and enroll their at risk students in the technology pathway. This waiver ensures the availability of ROP training and services necessary to meet the greatest needs of individual students and schools.

Yolo County ROP agrees to all of the conditions specified by SBE Policy 00-06 dated June 2000. These assurances meet all of the requirements of the SBE's waiver policy for a waiver of *Education Code* Section 52315.6.

Authority for Waiver: *Education Code (EC)* Section 33050

Period of request: 07/01/2005 to 06/30/2006

Local board approval date(s): 12/16/2004

Public hearing held on date(s): 12/16/2004

Bargaining unit(s) consulted on date(s): 12/15/2004

Name of bargaining unit/representative(s) consulted: Chris Yowling, YEA

Position of bargaining unit(s) (choose only one):
☐ Neutral ☒ Support ☐ Oppose
Comments (if appropriate):

Public hearing advertised by (choose one or more):
☒ posting in a newspaper ☐ posting at each school ☒ other (specify) School Board meetings

Advisory committee(s) consulted: Chris Dowling, YEA

Objections raised (choose one): ☒ None ☐ Objections are as follows:

Date(s) consulted: 12/07/2004

FISCAL ANALYSIS (AS APPROPRIATE)

There is essentially no fiscal impact to the California Department of Education or the ROP.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for Web viewing but are available for inspection in the Waiver Office.

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

☒ **Specific Waiver**

SUBJECT	
Request by **Oak Grove Elementary School District** to waive *Education Code* (*EC*) Section 56362(c); allowing the caseload of the resource specialist to exceed the maximum caseload of 28 students by no more than four students (32 maximum). **Aladene Sagray** assigned at **Baldwin Elementary School** Waiver Number: 11-2-2005	☒ **Action** ☒ **Consent**

RECOMMENDATION

☐ Approval ☒ Approval with conditions ☐ Denial

That the District will provide additional instructional aide assistance at a minimum of five hours per day to Aladene Sagray the affected Resource Specialist who is over her caseload.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Both *EC* 56101 and *California Code of Regulations* (*CCR)*, Title 5, Section 3100, allow the State Board of education to approve waivers of resource specialists to exceed the maximum caseload of 28 students by no more than four students. However, there are specific requirements in these regulations which must be met for approval, and if these requirements are not met, the waiver must be denied.

A Resource Specialist is a credentialed teacher who provides instruction and services to children with Individual Education Programs (IEP) that are with regular education teachers for the majority of the school day. Resource Specialists coordinate special education services with the regular school programs for their students. Statute limits caseload for Resource Specialists to no more than 28 pupils unless the State Board of Education grants a waiver.

SUMMARY OF KEY ISSUES

The waiver requests that Aladene Sagray, a Resource Specialist (RS) will have an increase in her caseload from 28 to 32 students. Ms.Sagray is assigned to Baldwin Elementary School in the Oak Grove Elementary School District and per a telephone conversation on 3/13/05, agrees to the increase in her caseload of 28 students by no more than four students. The District and Ms. Sagray are aware that this waiver will not be approved for two consecutive years.

The Resource Specialists bargaining unit representative, K.C. Walsh, participated in the waiver development and submitted a supportive position as discussed in a telephone conversation on 3/13/05. The need for this waiver is the result of the closure of two schools in the District resulting in a 26% increase in the total population. CDE is

recommending approval of this waiver because the teacher agrees and all other conditions are met.

Authority for the Waiver: *EC* 56101

Period of request: February 10, 2005 to February 10, 2007

Local board approval date(s): February 16, 2005 (SELPA)

Bargaining unit(s) consulted on date(s): January 20, 2005.

Name of bargaining unit(s)/representative(s): K. C. Walsh, Union Representative, was contacted by phone on 3-13-05 and verified her agreement with this waiver.

Position of bargaining unit(s) (choose only one):

☐ Neutral ☒ Support ☐ Oppose

FISCAL ANALYSIS (AS APPROPRIATE)

If this waiver is denied, the Oak Grove Elementary School District will need to employ additional qualified staff to provide services to the special education students placing a financial hardship on the district.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for web viewing but are available for inspection in the Waiver Office.

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

☒ **Specific Waiver**

SUBJECT	
Request by **National Unified School District** to waive *Education Code* (*EC*) Section 56362(c); allowing the caseload of the resource specialist to exceed the maximum caseload of 28 students by no more than four students (32 maximum). **Monica Arrendondo assigned at Lincoln Acres School.** Waiver Number: 12-2-2005	☒ **Action** ☒ **Consent**

RECOMMENDATION

☐ Approval ☒ Approval with conditions ☐ Denial

That the District will provide additional instructional aide assistance nine hours per day to Monica Arredondo the affected Resource Specialist who is over her caseload.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Both *EC* 56101 and *CCR*, Title 5, Section 3100, allow the State Board of Education to approve waivers of resource specialists to exceed the maximum caseload of 28 students by no more than four students. However, there are specific requirements in these regulations, which must be met for approval, and if these requirements are not met, the waiver must be denied.

A Resource Specialist is a credentialed teacher who provides instruction and services to children with Individualized Education Programs (IEP) that are with regular education teachers for the majority of the school day. Resource Specialists coordinate special education services with the regular school programs for their students. Statute limits caseload for Resource Specialists to no more than 28 pupils unless the State Board of Education grants a waiver.

SUMMARY OF KEY ISSUES

The waiver requests that Monica Arrendondo, a Resource Specialist (RS) will have an increase in her caseload from 28 to 32 students. Ms. Arrendondo is assigned to Lincoln Acres School in the National School District and per a telephone conversation on 3/8/05, agrees to the increase in her caseload of 28 students by no more than four students. The District and Monica are aware that this waiver will not be approved for two consecutive years. The District will provide the services of an instructional aide for 9 hours per day.

The Resource Specialists bargaining unit representative, Lynn Stacey, participated in the waiver development and submitted a neutral position as discussed in a telephone conversation on 3/8/05. Title 5, *CCR*, Section 3100 does not require union agreement, only participation in the waiver process. CDE is recommending approval of this waiver

because the teacher agrees and all other conditions are met.

Authority for the Waiver: *EC* 56101 and *CCR*, Title 5, Section 3100

Period of request: February 1, 2005 to June 30, 2005

Local board approval date(s): February 17, 2005

Bargaining unit(s) consulted on date(s): February 17, 2005

Name of bargaining unit(s)/representative(s): Lynn Stacey

Position of bargaining unit(s) (choose only one):

☒ Neutral ☐ Support ☐ Oppose

Comments (if appropriate):

FISCAL ANALYSIS (AS APPROPRIATE)

If this waiver is denied, the National School District will need to employ additional qualified staff or persons with emergency qualifications to provide services to the special education students placing a financial hardship on the district.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for Web viewing but are available for inspection in the Waiver Office.

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

☒ **Federal Waiver**

SUBJECT	
Request by **Yuba City Unified School District** to waive No Child Left Behind Act (NCLB); Title IV, Part A, Section 4115 (a)(1)(c) to use Safe and Drug Free Schools and Communities funds to support the cost of **Connecting! With Kids** – A multi-media approach to teaching life skills and prevention of drug and alcohol abuse and violence program for grades three through twelve. Waiver Number: Fed-1-2005	☒ **Action** ☒ **Consent**

RECOMMENDATION

☐ Approval ☒ Approval with conditions ☐ Denial

The district must submit a report to the Safe and Healthy Kids Program Office (SHKPO) no later than March 31, 2006, that describes its progress in evaluating the use of the **Connecting! With Kids** program within the district. The district must submit a report to the SHKPO no later than March 31, 2007, that describes the progress made by Compass Consulting in submitting the results of the evaluation to the California Healthy Kids Resource Center, for possible designation as a Research-Validated Program. The district must be willing to take part in a formal evaluation, if requested. The district must also evaluate its own comprehensive prevention program in accordance with the district's approved Local Educational Agency (LEA) Plan

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

State Board Policy 03-01 contains guidelines for approval of applications for waiver of the NCLB requirements that Title IV funds be used for "science-based" prevention programs. The board has previously approved waivers allowing three other school districts to use Safe and Drug Free Schools and Communities funds to support the cost of implementing the **Connecting! With Kids** program.

SUMMARY OF KEY ISSUES

Yuba City Unified School District requests a waiver so that the district may use the "promising" prevention program **Connecting! With Kids** to supplement their use of a "science-based" prevention program as required by Title IV of NCLB.

In accordance with State Board Policy 03-01, three conditions must be satisfied before approval of the use of a "promising" prevention program to supplement a science-based program:

1. Is the program innovative?

The **Connecting! With Kids** (CWK) news was first broadcast via television in September 1998. The related curriculum first became available for use by schools in spring 2001. The CWK program does meet the test for being a new program. The program design is based on prevention theory drawn from published research related to peer influences, factors relating to bullies, victims and aggression. The program promotes a school violence prevention model with five major components, the most innovative of which, is the use of televised media as an intervention. The program's coordinated use of televised and video-taped programming with curriculum is based on research cited in half a dozen published studies described in detail as part of the supplement to the application submitted by the district (Research Supporting the CONNECT Program, Anderson and McHenry, June 2003).

The hallmark of this program's innovative nature is its use of a televised reality-based education series consisting of half-hour programs and corresponding character education and life skills curriculum. The primary objective of the CWK program is to build a televised network that is the most trusted resource for reality-based programming on children's issues available to local communities, educators, school districts and families. This multimedia integrated intervention and prevention program for grades three through twelve includes videos and lesson plans with Web-based resources for teachers, parents and students. Each video documentary features real stories about real students, while focusing on key social issues or behavioral topics. The curriculum is designed to support peer-led discussion and a high level of teacher and student participation.

2. Does the program demonstrate substantial likelihood of success?

Preliminary program evaluation from an unpublished report (July 2003, Institute for Social Development) has shown the program demonstrates the likelihood of success for improving general classroom behavior related to politeness, obeying teachers, anger, threats, and bullying. Overall, the majority of areas assessed remained stable across the school year according to both students and teachers. A mix of positive and negative trends was found for a sub-set of items. Students tended to see the school climate as safer and more conducive for learning at post data collection. However, students saw their own behavior and those of other students more negatively. Clearly, more research on the efficacy of the CWK program is warranted and needed. Initial research is quite limited because without a control group, natural changes in the measured dimensions over time could not be assessed or controlled for in this evaluation. Therefore, it is not possible to determine whether the observed changes are due to the presence of CWK in the schools. In order to directly assess the impact of CWK on school climate and student behavior, use of a control group in future research is needed. The next proposed evaluation and research investigating CWK includes randomized selection of treatment and control groups as stipulated by the Department's recommendation for approval with conditions.

3. Is there a plan and timeline for submitting the program for review and recognition?

The opportunity to subject CWK to evaluation employing scientifically-based research methodology in order to determine if peer-led, televised supported, character education curriculum will change student behavior related to alcohol, other drug, and tobacco use and violence represents a valuable addition to the field of prevention research consistent with the Board's criteria.

The applicant has stated that when the 2003-04 evaluation of CWK is completed, the program will be submitted to the California Healthy Kids Resource Center for review and possible recognition as a science-based program. The timeline for submission is spring/summer 2004. This fully meets the Board's criteria in this regard.

Authority for Waiver: NCLB, Title IV, Part A, Section 4115(a)(3)

Period of request: July 1, 2004 – June 30, 2005

Local board approval date(s): January 11, 2005

FISCAL ANALYSIS (AS APPROPRIATE)

Waiver approval will allow the district to use Title IV Safe and Drug Free Schools and Communities funds for this program.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for web viewing but are available for inspection in the Waiver Office.

California Department of Education
(REV 07/21/04)

ITEM #WC-18

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

☒ **Specific Waiver**

SUBJECT	
Request by various School Districts to waive *Education Code* (EC) Section 49550, the State Meal Mandate during the Summer School Session. Waiver Number: Various (See Table Page 2 of 5) Note: More districts may be added by Last Minute Memorandum	☒ **Action** ☒ **Consent**

RECOMMENDATION

☒ **Approval** ☐ Approval with conditions ☐ Denial

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Waivers fully meeting the statutory criteria usually go to the State Board of Education consent calendar.

SUMMARY OF KEY ISSUES

EC Section 49550 states that each needy child who attends a public school be provided one nutritionally adequate free or reduced-price meal every school day.

EC 49548 allows a waiver of *EC* Section 49550 during summer school if the district seeking the waiver meets *at least two* of the following four criteria:

1) The summer school session is less than four hours duration and is completed by noon, allowing pupils to go home during the lunch period.
2) Less than 10 percent of needy pupils attending the summer school session are at the school site for more than three hours per day.
3) A Summer Food Service Program for Children site is available within the school attendance area.
4) Serving meals during the summer school session would result in a financial loss to the school district, documented by the 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 costs.

Please note: Some of these School Districts met criteria 3 as outlined above. However,

many of the Summer Food Service Program (SFSP) for Children sites are greater than one mile from the summer school site. Any distance greater than one mile is too far for students to have to walk to obtain a meal at a SFSP site.

CDE is sponsoring legislation, AB 1392/Umberg, that would modify the summer meal waiver criteria. The changes this bill proposes supports California's policy that "No Child shall go hungry at school... " (*EC* 49530[b]). The Legislature has found that nutrition during regular school days and school breaks is one of California's highest priorities. (*EC* 49490, 49511,49530, 49547, and 49550.3[a]). The proposed legislation tightens the criteria for a waiver by including a requirement that a Summer Food Service Program site be within one mile of a summer school site serving high school grades. This distance is reduced to one-half mile for elementary and middle school grades.

Authority for the Waiver: *EC* Section 49548

Period of request: See table below

Local Board Approval date(s): See table below

Bargaining unit(s) consulted on date(s): Not required for summer school waivers.

Name of bargaining unit(s)/representative(s): Not required for summer school waivers.

Position of bargaining unit(s): Not required for summer school waivers.

Comments: The districts listed below have requested a waiver of *EC* Section 49550 for the summer of 2005, and have certified their compliance with all required conditions necessary to obtain a waiver.

Waiver Number	District Name	Effective Period of Request(s)	Local Board Approval	Criteria Being Met
2-3-2005	**Rockford ESD**	06/705 to 07/1/05	02/10/05	1 & 2 3 hours
18-3-2005	**Bear Valley SD**	06/20/05 to 07/15/05	03/02/05	1 & 2 3 hours
20-3-2005	**Walnut Creek SD**	06/20/05 to 07/22/05	03/07/05	1 & 2 1 hr 55 min
7-3-2005	**Kings River-Hardwick SD**	06/20/05 to 07/18/05	03/08/05	1 & 2 2 hr 50 min

Waiver Number	District Name	Effective Period of Request(s)	Local Board Approval	Criteria Being Met
43-3-2005	**Lucerne ESD**	06/13/05 to 07/08/05	03/09/05	1 & 2 3 hr
38-3-2005	**Cucamonga SD**	08/01/05 to 08/19/05	03/10/05	1 & 2 3 hr
44-3-2005	**Manzanita ESD**	06/20/05 to 07/21/05	01/12/05	1 & 3 3 hr 30 min
3-4-2005	**Wiseburn SD**	07/05/05 to 08/01/05	03/24/05	1 & 3 3 hr 55 min
35-3-2005	**Kingsburg Jt Union SD**	06/16/05 to 07/26/05	03/29/05	1 & 4 3 hr 55 min
21-3-2005	**Forestville Un SD**	06/20/05 to 07/22/05	02/17/05	1 & 4 3 hr 50 min
23-3-2005	**Mother Lode Union SD**	06/01/05 to 06/28/05	03/09/05	1 & 4 3 hr 55 min
19-3-2005	**McKittrick SD**	06/13/05 to 07/15/05	03/08/05	1 & 4 3 hr 30 min
36-3-2005	**Nevada City SD**	06/16/05 to 08/09/05	03/08/05	1 & 4 3 hr 30 min
15-2-2005	**Union Hill ESD**	06/13/05 to 08/16/05	02/09/05	1 & 4 1 hr 30 min
22-3-2005	**Columbia Union SD**	07/11/05 to 08/5/05	03/08/05	1 & 4 3 hr 30 min
34-3-2005	**Sierra-Plumas Jt Union SD**	06/20/05 to 08/01/05	03/08/05	1 & 4 3 hr 55 min
27-3-2005	**Pioneer Union SD**	06/06/2005 to 07/01/2005	03/10/05	1 & 4 3 hr 59 min
13-2-2005	**Bennett Valley Union SD**	07/19/05 to 08/12/05	02/09/05	1 & 4 3 hr 45 min
14-2-2005	**Los Olivos ESD**	06/20/05 to 07/15/05	02/14/05	1 & 4 3 hr
40-3-2005	**Menlo Park City SD**	06/27/05 to 07/22/05	03/10/05	1 & 4 3 hr

Waiver Number	District Name	Effective Period of Request(s)	Local Board Approval	Criteria Being Met
48-3-2005	**Cutten SD**	06/27/05 to 07/22/05	04/11/05	1 & 4 3 hr 30 min
39-3-2005	**Sonora ESD**	07/11/05 to 08/05/05	03/16/05	1 & 4 3 hr 40 min
43-3-2005	**Mulberry ESD**	06/20/05 to 07/08/05	03/14/05	1 & 4 3 hr 30 min
60-3-2005	**Silver Fork SD**	06/20/05 to 07/15/05	03/29/05	1 & 4 3 hr 15 min
55-3-2005	**Pacific Grove USD**	06/20/05 to 07/22/05	04/07/05	1 & 4 3 hr 30 min
8-4-2005	**Trinidad Un SD**	06/27/05 to 07/22/05	04/14/05	1 & 4 3 hr 30 min
10-4-2005	**Summerville Union HSD**	06/13/05 to 07/22/05	03/29/05	1 & 4 3 hr 59 min
18-4-2005	**Liberty ESD**	06/27/05 to 07/15/05	04/13/05	1 & 4 3 hr 30 min
17-4-2005	**Eastern Sierra USD**	07/01/05 to 08/18/05	04/20/02	1 & 4 3 hr 30 min
20-4-2005	**Pollock Pines SD**	06/20/05 to 07/15/05	04/12/05	1 & 4 3 hr 15 min
26-4-2005	**Mammoth USD**	06/22/05 to 08/03/05	04/25/05	1 & 4 3 hr 55 min
09-3-2005	**Central SD**	06/27/05 to 07/28/05	03/03/05	1, 2, & 4 3 hr
32-3-2005	**Vista Del Mar Union SD**	07/05/05 to 07/30/05	03/10/05	1, 2, & 4 3 hr
28-3-2005	**Snelling-Merced Falls SD**	07/05/05 to 08/05/05	02/10/05	1, 2, & 4 3 hr
5-2-2005	**Placer Hills Union SD**	06/16/05 to 07/14/05	02/10/05	1, 2, & 4 3 hr 59 min

Waiver Number	District Name	Effective Period of Request(s)	Local Board Approval	Criteria Being Met
11-4-2005	**Solvang SD**	06/27/05 to 07/22/05	04/11/05	1, 2, & 4 3 hrs
14-4-2005	**Maple ESD**	06/20/05 to 07/15/05	04/14/05	1, 2, & 4 3 hrs
23-4-2005	**Magnolia Union ESD**	06/20/05 to 07/22/05	04/13/05	1, 2, & 4 3 hrs
58-3-2005	**Little Lake SD**	06/27/05 to 07/28/05	03/08/05	1, 3, & 4 2 hr 75 min
1-3-2005	**Kern HSD**	06/13/05 to 07/15/05	02/22/05	3 & 4 4 hr
13-3-2005	**Brea Olinda USD**	06/20/05 to 07/20/05	03/17/05	3 & 4 4 hr 35 min

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for Web viewing but are available for inspection in the Waiver Office.

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: May 10, 2005

TO: MEMBERS, STATE BOARD OF EDUCATION

FROM: Judy Pinegar, Education Administrator
Waier Office

RE: Item No. WC-18

SUBJECT: Request by various school districts to waive *Education Code (EC)* Section 49550, the State Meal Mandate during the Summer School Session.

Listed below are additional districts that are to be added to Item number WC-18. Per *EC* Section 49550 the districts have certified their compliance with two of the four required conditions necessary to obtain a waiver, therefore, they are recommended for approval.

Waiver Number	District Name	Effective Period of Request(s)	Local Board Approval	Criteria Being Met
20-4-2005	**Pollock Pines SD**	06/20/05 to 07/15/05	04/12/05	1 & 4 3 hr 15 min
23-4-2005	**Magnolia Union ESD**	06/20/05 to 07/22/05	04/14/05	1, 2, & 4 3 hrs
24-4-2005	**Big Oak Flat-Groveland USD**	06/19/05 to 08/11/05	04/13/05	1 & 2 3 hr
26-4-2005	**Mammoth USD**	06/22/05 to 08/-3/05	04/25/05	1 & 4 3 hr 55 min
27-4-2005	**Vacaville USD**	06/20/05 to 08/02/05	03/29/05	1 & 4 3 hr 59 min
31-4-2005	**Peninsula Union SD**	06/20/05 to 07/08/05	06/07/05	1 & 2 3 hr
1-5-2005	**Scotia Union SD**	06/20/05 to 07/18/05	05/12/05	1 & 2 3 hr
4-5-2005	**Clay Jt. ESD**	06/13/2005 to 06/30/2005	05/03/05	1 & 2 3 hr
5-5-2005	**Rosedale Union SD**	06/13/05 to 07/08/05	02/08/05	1 & 2 3 hr
6-5-2005	**Bellflower USD**	06/27/05 to 07/15/05	03/10/05	1 & 4 3 hr 15 min

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

☒ **Specific Waiver**

SUBJECT	
Request by **Gateway Unified School District** to waive *Education Code* (*EC*) Section 51224.5(b), the requirement that all students graduating in the 2004-05 year be required to complete a course in Algebra I (or equivalent) to be given a diploma of graduation for one special education student based on *EC* 56101, the special education waiver authority. Waiver Number: 9-11-2004	☒ **Action** ☐ **Consent**

RECOMMENDATION

☐ Approval ☒ Approval with conditions ☐ Denial

That this waiver removes only the requirement that the student successfully complete a course in Algebra I (or its equivalent) for the 2004-05 graduating year only. The student must meet other course requirements stipulated by the governing board of the school district of enrollment and by *EC* 51225.3 in order to receive a high school diploma. In the event the student does not graduate in 2004-05, this waiver does not relieve the student of their responsibility to attempt to successfully complete a course in Algebra I (or its equivalent) in 2005-06 as required by *EC* 51224.5(b).

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In 2000, legislation was enacted to require students as a condition of receiving a high school diploma to complete Algebra I. The Algebra I requirement applies beginning with students graduating in 2003-04. The State Board of Education (SBE) has granted a limited number of waivers in the past. California Department of Education (CDE) staff will provide a history of these waivers for new SBE members.

SUMMARY OF KEY ISSUES

For the review of this waiver request, the district was required to provide the following documentation for each student:

- A valid, current Individualized Education Program (IEP) for each student included in the waiver request.
- The areas of mathematics deficiencies and how the student's needs in mathematics were addressed.
- IEP for high school years to prove that the student was on the diploma track consistently and evidence that the IEP was written to support the student's participation in diploma track math courses, particularly Algebra I.
- The specific assistance the district provided to the student, such as

supplementary aids, services, accommodations, modifications, and supports, to attain this diploma track goal specifically for the algebra requirement in those years.

- All former attempts at algebra and pre-algebra classes.
- Copy of the transcript for each student along with a comparison of the state and or district (if higher) graduation requirements. (This is to evaluate that the student is otherwise eligible to graduate with a diploma under district policies.)
- The assessment the district has used at the high school level for the student:- California Standards Tests (CST) or California Alternate Performance Assessment (CAPA).

A Special Education Consultant reviewed the documentation specific to each student in full confidentiality. Additional information was gathered from the district by telephone or fax as need to make a determination. The district provided facts indicating that failure to approve the request would hinder implementation of the student's IEP or compliance by the district for a free, appropriate education for students with disabilities. Staff from the Special Education Division will attend the SBE meeting to provide explanations for their recommendations as well as answer any questions that SBE members may have for them.

The department recommends approval of the waiver for one student on the following conditions: That this waiver removes only the requirement that this one student successfully complete a course in Algebra I (or its equivalent) for the 2004-05 graduating year. The student must meet other course requirements stipulated by the governing board of the school district of enrollment and by *EC* 51225.3 in order to receive a high school diploma. In the event the student does not graduate in 2004-05, this waiver does not relieve the student of its responsibility to successfully complete a course in Algebra I (or its equivalent) in 2005-06 as required by 51224.5(b).

Authority for the Waiver: *EC* 56101

Period of request: 2004-05 School Year

Local board approval date(s): November 17, 2004

Bargaining unit(s) consulted on date(s): Consultation is not required.

Name of bargaining unit(s)/representative(s): Consultation is not required.

Position of bargaining unit(s) (choose only one): Consultation is not required.
☐ Neutral ☐ Support ☐ Oppose
Comments (if appropriate):

FISCAL ANALYSIS (AS APPROPRIATE)

There will be no adverse fiscal impact to the state if this waiver is approved.

BACKGROUND INFORMATION

Action Item: Some documentation is available for web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

Attachments:

- Specific Waiver Request (3 pages)

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

☒ **Specific Waiver**

SUBJECT	
Request by **Stockton Unified School District** to waive *Education Code* (*EC*) Section 51224.5(b), the requirement that all students graduating in the 2004-05 year be required to complete a course in Algebra I (or equivalent) to be given a diploma of graduation for two special education students based on *EC* 56101, the special education waiver authority. Waiver Number: 49-3-2005	☒ **Action** ☐ **Consent**

RECOMMENDATION

☐ Approval ☒ Approval with conditions ☐ Denial

That this waiver removes only the requirement that these two students successfully complete a course in Algebra I (or its equivalent) for the 2004-05 graduating year only. These students must meet other course requirements stipulated by the governing board of the school district of enrollment and by *EC* 51225.3 in order to receive a high school diploma. In the event a student does not graduate in 2004-05, this waiver does not relieve the student of their responsibility to attempt to successfully complete a course in Algebra I (or its equivalent) in 2005-06 as required by *EC* 51224.5(b).

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In 2000, legislation was enacted to require students as a condition of receiving a high school diploma to complete Algebra I. The Algebra I requirement applies beginning with students graduating in 2003-04. The State Board of Education (SBE) has granted a limited number of waivers in the past. California Department of Education staff will provide a history of these waivers for new SBE members.

SUMMARY OF KEY ISSUES

For the review of this waiver request, the district was required to provide the following documentation for each student:

- A valid, current Individualized Education Program (IEP) for each student included in the waiver request.
- The areas of mathematics deficiencies and how the student's needs in mathematics were addressed.
- IEP for high school years to prove that the student was on the diploma track consistently and evidence that the IEP was written to support the student's participation in diploma track math courses, particularly Algebra I.
- The specific assistance the district provided to the student, such as

supplementary aids, services, accommodations, modifications, and supports, to attain this diploma track goal specifically for the algebra requirement in those years.

- All former attempts at algebra and pre-algebra classes.
- Copy of the transcript for each student along with a comparison of the state and or district (if higher) graduation requirements. (This is to evaluate that the student is otherwise eligible to graduate with a diploma under district policies.)
- The assessment the district has used at the high school level for the student: California Standards Tests (CST) or California Alternate Performance Assessment (CAPA).

A Special Education Consultant reviewed the documentation specific to each student in full confidentiality. Additional information was gathered from the district by telephone or fax as need to make a determination. The district has provided facts indicating that failure to approve the request would hinder implementation of the student's IEP or compliance by the district for a free, appropriate education for students with disabilities. Staff from the Special Education Division will attend the SBE meeting to provide explanations for their recommendations as well as answer any questions that SBE members may have for them.

The department recommends approval of the waiver for two students on the following conditions: That this waiver removes only the requirement that these two students successfully complete a course in Algebra I (or its equivalent) for the 2004-05 graduating year. These students must meet other course requirements stipulated by the governing board of the school district of enrollment and by *EC* 51225.3 in order to receive a high school diploma. In the event a student does not graduate in 2004-05, this waiver does not relieve the student of the responsibility to successfully complete a course in Algebra I (or its equivalent) in 2005-06 as required by *EC* 51224.5(b).

Authority for the Waiver: *EC* 56101

Period of request: 2004-05 School Year

Local board approval date(s): 03/16/05 (SELPA approval)

Bargaining unit(s) consulted on date(s): Consultation is not required.

Name of bargaining unit(s)/representative(s): Consultation is not required.

Position of bargaining unit(s) (choose only one): Consultation is not required.
☐ Neutral ☐ Support ☐ Oppose
Comments (if appropriate):

FISCAL ANALYSIS (AS APPROPRIATE)

There will be no adverse fiscal impact to the state if this waiver is approved.

BACKGROUND INFORMATION

Action Item: Some documentation is available for web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

Attachments:

- Specific Waiver Request (2 pages)

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

☒ **Specific Waiver**

SUBJECT	
Request by **Roseville Joint Union High School District** to waive *Education Code (EC)* Section 51224.5(b), the requirement that all students graduating in the 2004-05 year be required to complete a course in Algebra I (or equivalent) to be given a diploma of graduation for two special education students based on *EC* 56101, the special education waiver authority. Waiver Number: 3-3-2005	☒ **Action** ☐ **Consent**

RECOMMENDATION

☐ Approval ☒ Approval with conditions ☐ Denial

That this waiver removes only the requirement that these two students successfully complete a course in Algebra I (or its equivalent) for the 2004-05 graduating year only. These students must meet other course requirements stipulated by the governing board of the school district of enrollment and by *EC* 51225.3 in order to receive a high school diploma. In the event a student does not graduate in 2004-05, this waiver does not relieve the student of their responsibility to attempt to successfully complete a course in Algebra I (or its equivalent) in 2005-06 as required by *EC* 51224.5(b).

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In 2000, legislation was enacted to require students as a condition of receiving a high school diploma to complete Algebra I. The Algebra I requirement applies beginning with students graduating in 2003-04. The State Board of Education (SBE) has granted a limited number of waivers in the past. California Department of Education (CDE) staff for new SBE members will provide a history of these waivers.

SUMMARY OF KEY ISSUES

For the review of this waiver request, the district was required to provide the following documentation for each student:

- A valid, current Individualized Education Program (IEP) for each student included in the waiver request.
- The areas of mathematics deficiencies and how the student's needs in mathematics were addressed.
- IEPs for high school years to prove that the student was on the diploma track consistently and evidence that the IEP was written to support the student's participation in diploma track math courses, particularly Algebra I.
- Indicate the specific assistance the district provided to the student, such as supplementary aids, services, accommodations, modifications, and supports, to

attain this diploma track goal specifically for the algebra requirement in those years.

- All former attempts at algebra and pre-algebra classes.
- Copy of the transcript for each student along with a comparison of the state and or district (if higher) graduation requirements. (This is to evaluate that the student is otherwise eligible to graduate with a diploma under district policies.)
- The assessment the district has used at the high school level for the student: California Standards Tests (CST) or California Alternate Performance Assessment (CAPA).

A Special Education Consultant reviewed the documentations specific to each student in full confidentiality. Additional information was gathered from the district by telephone or fax as need to make a determination. The district has provided facts indicating that failure to approve the request would hinder implementation of the student's IEP or compliance by the district for a free, appropriate education for students with disabilities. Staff from the Special Education Division will attend the SBE meeting to provide explanations for their recommendations as well as answer any questions that SBE members may have for them.

The department recommends approval of the waiver for two students on the following conditions: That this waiver removes only the requirement that these two students successfully complete a course in Algebra I (or its equivalent) for the 2004-05 graduating year. These students must meet other course requirements stipulated by the governing board of the school district of enrollment and by *EC* 51225.3 in order to receive a high school diploma. In the event a student does not graduate in 2004-05, this waiver does not relieve the student of the responsibility to successfully complete a course in Algebra I (or its equivalent) in 2005-06 as required by *EC* 51224.5(b).

Authority for the Waiver: *EC* 56101

Period of request: 2004-05 School Year

Local board approval date(s): March 1, 2005

Bargaining unit(s) consulted on date(s): Consultation is not required.

Name of bargaining unit(s)/representative(s): Consultation is not required.

Position of bargaining unit(s) (choose only one): Consultation is not required.
☐ Neutral ☐ Support ☐ Oppose
Comments (if appropriate):

FISCAL ANALYSIS (AS APPROPRIATE)

There will be no adverse fiscal impact to the state if this waiver is approved.

BACKGROUND INFORMATION

Action Item: Some documentation is available for web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

Attachments:

- Specific Waiver Request (2 pages)

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

☒ **Specific Waiver**

SUBJECT	
Request by **East San Gabriel SELPA** to waive *Education Code* (*EC*) Section 51224.5(b), the requirement that all students graduating in the 2004-05 year be required to complete a course in Algebra I (or equivalent) to be given a diploma of graduation for one special education student based on *EC* 56101, the special education waiver authority. Waiver Number: 14-3-2004	☒ **Action** ☐ **Consent**

RECOMMENDATION

☐ Approval ☒ Approval with conditions ☐ Denial

That this waiver removes only the requirement that this one student successfully complete a course in Algebra I (or its equivalent) for the 2004-05 graduating year only. This student must meet other course requirements stipulated by the governing board of the school district of enrollment and by *EC* 51225.3 in order to receive a high school diploma. In the event the student does not graduate in 2004-05, this waiver does not relieve the student of their responsibility to attempt to successfully complete a course in Algebra I (or its equivalent) in 2005-06 as required by *EC* 51224.5(b).

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In 2000, legislation was enacted to require students as a condition of receiving a high school diploma to complete Algebra I. The Algebra I requirement applies beginning with students graduating in 2003-04. The State Board of Education (SBE) has granted a limited number of waivers in the past. California Department of Education (CDE) staff will provide a history of these waivers for new SBE members.

SUMMARY OF KEY ISSUES

For the review of this waiver request, the district was required to provide the following documentation for each student:

- A valid, current Individualized Education Program (IEP) for whom you are requesting a waiver.
- The areas of mathematics deficiencies and how the student's needs in mathematics were addressed.
- IEP for high school years to prove that the student was on the diploma track consistently and evidence that the IEP was written to support the student's participation in diploma track math courses, particularly Algebra I.
- Indicate the specific assistance the district provided to the student, such as

supplementary aids, services, accommodations, modifications, and supports, to attain this diploma track goal specifically for the algebra requirement in those years.

- All former attempts at algebra and pre-algebra classes.
- Copy of the transcript for each student along with a comparison of the state and or district (if higher) graduation requirements. (This is to evaluate that the student is otherwise eligible to graduate with a diploma under district policies.
- The assessment the district has used at the high school level for the student: California Standards Tests (CST) or California Alternate Performance Assessment (CAPA).

A Special Education Consultant reviewed the documentation specific to the student in full confidentiality. Additional information was gathered from the district by telephone or fax as needed to make a determination. The district has provided facts indicating that failure to approve the request would hinder implementation of the student's IEP or compliance by the district for a free, appropriate education for students with disabilities. Staff from the Special Education Division will attend the SBE meeting to provide explanations for their recommendations as well as answer any questions that SBE members may have for them.

The department recommends approval of the waiver for one student on the following conditions: That this waiver removes only the requirement that this one student successfully complete a course in Algebra I (or its equivalent) for the 2004-05 graduating year only. This student must meet other course requirements stipulated by the governing board of the school district of enrollment and by *EC* 51225.3 in order to receive a high school diploma. In the event the student does not graduate in 2004-05, this waiver does not relieve the student of the responsibility to attempt to successfully complete a course in Algebra I (or its equivalent) in 2005-06 as required by *EC* 51224.5(b).

Authority for the Waiver: *EC* 56101

Period of request: 2004-05 School Year

Local board approval date(s): March 8, 2005

Bargaining unit(s) consulted on date(s): Consultation is not required.

Name of bargaining unit(s)/representative(s): Consultation is not required.

Position of bargaining unit(s) (choose only one): Consultation is not required.
☐ Neutral ☐ Support ☐ Oppose

Comments (if appropriate):

FISCAL ANALYSIS (AS APPROPRIATE)

There will be no adverse fiscal impact to the state if this waiver is approved.

BACKGROUND INFORMATION

Action Item: Some documentation is available for web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

Attachments:

- Specific Waiver Request (2 pages)

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

☒ **Specific Waiver**

SUBJECT	
Request by **Pleasanton Unified School District** to waive *Education Code* (*EC*) Section 51224.5(b), the requirement that all students graduating in the 2004-05 year be required to complete a course in Algebra I (or equivalent) to be given a diploma of graduation for nine special education students based on *EC* 56101, the special education waiver authority. Waiver Number: 17-3-2005	☒ **Action** ☐ **Consent**

RECOMMENDATION

☐ Approval ☒ Approval with conditions ☐ Denial

That this waiver removes only the requirement that these nine students successfully complete a course in Algebra I (or its equivalent) for the 2004-05 graduating year only. These students must meet other course requirements stipulated by the governing board of the school district of enrollment and by EC 51225.3 in order to receive a high school diploma. In the event a student does not graduate in 2004-05, this waiver does not relieve the student of their responsibility to attempt to successfully complete a course in Algebra I (or its equivalent) in 2005-06 as required by *EC* 51224.5(b).

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In 2000, legislation was enacted to require students as a condition of receiving a high school diploma to complete Algebra I. The Algebra I requirement applies beginning with students graduating in 2003-04. The State Board of Education (SBE) has granted a limited number of waivers in the past. California Department of Education (CDE) staff will provide a history of these waivers for new SBE members.

SUMMARY OF KEY ISSUES

For the review of this waiver request, the district was required to provide the following documentation for each student:

- A valid, current Individualized Education Program (IEP) for each student for whom you are requesting a waiver.
- The areas of mathematics deficiencies and how the student's needs in mathematics were addressed.
- IEP for high school years to prove that the student was on the diploma track consistently and evidence that the IEP was written to support the student's participation in diploma track math courses, particularly Algebra I.
- The specific assistance the district provided to the student, such as

supplementary aids, services, accommodations, modifications, and supports, to attain this diploma track goal specifically for the algebra requirement in those years.

- All former attempts at algebra and pre-algebra classes.
- Copy of the transcript for each student along with a comparison of the state and or district (if higher) graduation requirements. (This is to evaluate that the student is otherwise eligible to graduate with a diploma under district policies.)
- The assessment the district has used at the high school level for the student: California Standards Tests (CST) or California Alternate Performance Assessment (CAPA).

A Special Education Consultant reviewed the documentation specific to each student in full confidentiality. Additional information was gathered from the district by telephone or fax as need to make a determination. The district has provided facts indicating that failure to approve the request would hinder implementation of the student's IEP or compliance by the district for a free, appropriate education for students with disabilities. Staff from the Special Education Division will attend the SBE meeting to provide explanations for their recommendations as well as answer any questions that SBE members may have for them.

The department recommends approval of the waiver for nine students on the following conditions: That this waiver removes only the requirement that these nine students successfully complete a course in Algebra I (or its equivalent) for the 2004-05 graduating year. These students must meet other course requirements stipulated by the governing board of the school district of enrollment and by *EC* 51225.3 in order to receive a high school diploma. In the event a student does not graduate in 2004-05, this waiver does not relieve the student of the responsibility to successfully complete a course in Algebra I (or its equivalent) in 2005-06 as required by *EC* 51224.5(b).

Authority for the Waiver: *EC* 56101

Period of request: 2004-05 School Year

Local board approval date(s): 02-22-05

Bargaining unit(s) consulted on date(s): Consultation is not required.

Name of bargaining unit(s)/representative(s): N/A

Position of bargaining unit(s) (choose only one): N/A
☐ Neutral ☐ Support ☐ Oppose
Comments (if appropriate):

FISCAL ANALYSIS (AS APPROPRIATE)

There will be no adverse fiscal impact to the state if this waiver is approved.

BACKGROUND INFORMATION

Action Item: Some documentation is available for web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

Attachments:

- Specific Waiver Request (3 pages)

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

☒ **Specific Waiver**

SUBJECT	
Request by **Riverside Unified School District** to waive *Education Code* (*EC*) Section 51224.5(b), the requirement that all students graduating in the 2004-05 year be required to complete a course in Algebra I (or equivalent) to be given a diploma of graduation for 50 (fifty) special education students based on *EC* 56101, the special education waiver authority. Waiver Number: 46-3-2004	☒ **Action** ☐ **Consent**

RECOMMENDATION

☐ Approval ☒ Approval with conditions (partial) and, ☒ Denial (partial)

See attached recommendations for individual students.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In 2000, legislation was enacted to require students as a condition of receiving a high school diploma to complete Algebra I. The Algebra I requirement applies beginning with students graduating in 2003-04. The State Board of Education (SBE) has granted a limited number of waivers in the past. California Department of Education (CDE) staff will provide a history of these waivers for new SBE members.

SUMMARY OF KEY ISSUES

For the review of this waiver request, the district was required to provide the following documentation for each student:

- A valid, current Individualized Education Program (IEP) for whom you are requesting a waiver.
- The areas of mathematics deficiencies and how the student's needs in mathematics were addressed.
- IEPs for high school years to prove that the student was on the diploma track consistently and evidence that the IEP was written to support the student's participation in diploma track math courses, particularly Algebra I.
- The specific assistance the district provided to the student, such as supplementary aids, services, accommodations, modifications, and supports, to attain this diploma track goal specifically for the algebra requirement in those years.
- All former attempts at algebra and pre-algebra classes.
- Copy of the transcript for each student along with a comparison of the state and

or district (if higher) graduation requirements. (This is to evaluate that the student is otherwise eligible to graduate with a diploma under district policies.)

- The assessment the district has used at the high school level for the student: California Standards Tests (CST) or California Alternate Performance Assessment (CAPA).

A Special Education Consultant reviewed the documentation specific to each student in full confidentiality. Additional information was gathered from the district by telephone or fax as needed to make a determination. The district has provided facts indicating that failure to approve the request would hinder implementation of the student's IEP or compliance by the district for a free, appropriate education for students with disabilities. Staff from the Special Education Division will attend the SBE meeting to provide explanations for their recommendations as well as answer any questions that SBE members may have for them.

The California Department of Education recommends partial approval of the waiver for 49 (forty-nine) students with conditions, and denial of the waiver for 1 (one) student. Riverside Unified withdrew 5 (five) of the students from the initial request for 55 students. See the Summary Waiver Recommendation Sheet for the specific details.

Authority for the Waiver: *EC* 56101

Period of request: 2004-05 School Year

Local board approval date(s): March 7, 2005

Bargaining unit(s) consulted on date(s): Consultation is not required.

Name of bargaining unit(s)/representative(s): Consultation is not required.

Position of bargaining unit(s) (choose only one): Consultation is not required.
☐ Neutral ☐ Support ☐ Oppose

FISCAL ANALYSIS (AS APPROPRIATE)

There will be no adverse fiscal impact to the state if this waiver is approved.

BACKGROUND INFORMATION

Action Item: Some documentation is available for web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

Attachments:

- Specific Waiver Request (2 pages)
-

Summary Waiver Recommendation Sheet

The Riverside Unified School District requested 51 (fifty-one) waivers for individual students (Note: although original request was for 55, the district has since withdrawn 4 students in writing). After a thorough review, the department finds it has to make different recommendations for different students.

The department recommends: ☒ Approval with conditions for 50 (fifty) students with identification numbers as assigned by the district.

The conditions are that this waiver removes only the requirement that these 50 (fifty) students successfully complete a course in Algebra I (or its equivalent) for the 2004-05 graduating year only. These students must meet other course requirements stipulated by the governing board of the school district of enrollment and by *EC* 51225.3 in order to receive a high school diploma. In the event a student does not graduate in 2004-05, this waiver does not relieve the student of their responsibility to attempt to successfully complete a course in Algebra I (or its equivalent) in 2005-06 as required by *EC* 51224.5(b).

The department recommends: ☒ Denial for 1 (one) student for specific reasons as stated:

> Student Number 102**:** The IEP demonstrates this student is included with a one-on-one aide in academic classes, but he is working on a functional curriculum.
>
> His math goal refers to understanding a dollar more, which indicates little or no experience with the Algebra curriculum. In addition, the student's series of IEP documents dating from August 2001 through June 2004 indicate goals for fundamental math only.
>
> Although the class schedule indicates the student is on a diploma track, the IEP clearly only indicates coursework that supports a functional curriculum.
>
> The student's IEP also indicated that he does not participate in the statewide assessment program (STAR). The reason given is that he is outside of testing group.

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

☒ **Specific Waiver**

SUBJECT	
Request by **San Ramon Valley Unified School District** to waive *Education Code* (*EC*) Section 51224.5(b), the requirement that all students graduating in the 2004-05 year be required to complete a course in Algebra I (or equivalent) to be given a diploma of graduation for five special education students based on *EC* 56101, the special education waiver authority. Waiver Number: 4-3-2005	☒ **Action** ☐ **Consent**

RECOMMENDATION

☐ Approval ☒ Approval with conditions ☐ Denial

The conditions are that this waiver removes only the requirement that these five students successfully complete a course in Algebra I (or its equivalent) for the 2004-05 graduating year only. These students must meet other course requirements stipulated by the governing board of the school district of enrollment and by EC 51225.3 in order to receive a high school diploma. In the event a student does not graduate in 2004-05, this waiver does not relieve the student of the responsibility to attempt to successfully complete a course in Algebra I (or its equivalent) in 2005-06 as required by *EC* 51224.5(b).

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In 2000, legislation was enacted to require students as a condition of receiving a high school diploma to complete Algebra I. The Algebra I requirement applies beginning with students graduating in 2003-04. The State Board of Education (SBE) has granted a limited number of waivers in the past. California Department of Education (CDE) staff will provide a history of these waivers for new SBE members.

SUMMARY OF KEY ISSUES

For the review of this waiver request, the district was required to provide the following documentation for each student:

- A valid, current Individualized Education Program (IEP) for each student for whom you are requesting a waiver.
- The areas of mathematics deficiencies and how the student's needs in mathematics were addressed.
- IEPs for high school years to prove that the student was on the diploma track consistently and evidence that the IEP was written to support the student's participation in diploma track math courses, particularly Algebra I.
- The specific assistance the district provided to the student, such as

supplementary aids, services, accommodations, modifications, and supports, to attain this diploma track goal specifically for the algebra requirement in those years.

- All former attempts at algebra and pre-algebra classes.
- Copy of the transcript for each student along with a comparison of the state and or district (if higher) graduation requirements. (This is to evaluate that the student is otherwise eligible to graduate with a diploma under district policies.)
- The assessment the district has used at the high school level for the student: California Standards Tests (CST) or California Alternate Performance Assessment (CAPA).

A Special Education Consultant reviewed the documentation specific to each student in full confidentiality. Additional information was gathered from the district by telephone or fax as needed to make a determination. The district has provided facts indicating that failure to approve the request would hinder implementation of the student's IEP or compliance by the district for a free, appropriate education for students with disabilities. Staff from the Special Education Division will attend the SBE meeting to provide explanations for their recommendations as well as answer any questions that SBE members may have for them.

The department recommends approval of the waiver for five students on the following conditions: That this waiver removes only the requirement that these five students successfully complete a course in Algebra I (or its equivalent) for the 2004-05 graduating year. These students must meet other course requirements stipulated by the governing board of the school district of enrollment and by *EC* 51225.3 in order to receive a high school diploma. In the event a student does not graduate in 2004-05, this waiver does not relieve the student of their responsibility to successfully complete a course in Algebra I (or its equivalent) in 2005-06 as required by *EC* 51224.5(b).

Riverside Unified withdrew one of the students from the initial request for six students.

Authority for the Waiver: *EC* 56101

Period of request: 2004-05 School Year

Local board approval date(s): March 15, 2005

Bargaining unit(s) consulted on date(s): Consultation is not required.

Name of bargaining unit(s)/representative(s): Consultation is not required.

Position of bargaining unit(s) (choose only one): Consultation is not required.

☐ Neutral ☐ Support ☐ Oppose

FISCAL ANALYSIS (AS APPROPRIATE)

There will be no adverse fiscal impact to the state if this waiver is approved.

BACKGROUND INFORMATION

Action Item: Some documentation is available for web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

Attachments:

- Specific Waiver Request (3 pages)

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

☒ **Specific Waiver**

SUBJECT	
Request by **various Local Educational Agencies** to waive *Education Code* (*EC*) Section 51224.5(b), the requirement that all students graduating in the 2004-05 year be required to complete a course in Algebra I (or equivalent) to be given a diploma of graduation for one special education student based on *EC* 56101, the special education waiver authority. Note: More districts may be added by Last Minute Memorandum	☒ **Action** ☐ **Consent**

RECOMMENDATION

☐ Approval ☐ Approval with conditions ☐ Denial
Recommendation(s) Pending

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In 2000, legislation was enacted to require students as a condition of receiving a high school diploma to complete Algebra I. The Algebra I requirement applies beginning with students graduating in 2003-04. The State Board of Education (SBE) has granted a limited number of waivers in the past. California Department of Education (CDE) staff will provide a history of these waivers for new SBE members.

SUMMARY OF KEY ISSUES

For the review of this waiver request, the district was required to provide the following documentation for each student:

- A valid, current Individualized Education Program (IEP) for each student included in the waiver request.
- The areas of mathematics deficiencies and how the student's needs in mathematics were addressed.
- IEP for high school years to prove that the student was on the diploma track consistently and evidence that the IEP was written to support the student's participation in diploma track math courses, particularly Algebra I.
- The specific assistance the district provided to the student, such as supplementary aids, services, accommodations, modifications, and supports, to attain this diploma track goal specifically for the algebra requirement in those years.
- All former attempts at algebra and pre-algebra classes.
- Copy of the transcript for each student along with a comparison of the state and

or district (if higher) graduation requirements. (This is to evaluate that the student is otherwise eligible to graduate with a diploma under district policies.)

- The assessment the district has used at the high school level for the student:- California Standards Tests (CST) or California Alternate Performance Assessment (CAPA).

A Special Education Consultant reviewed the documentation specific to each student in full confidentiality. Additional information was gathered from the district by telephone or fax as need to make a determination. The district provided facts indicating that failure to approve the request would hinder implementation of the student's IEP or compliance by the district for a free, appropriate education for students with disabilities. Staff from the Special Education Division will attend the SBE meeting to provide explanations for their recommendations as well as answer any questions that SBE members may have for them.

Authority for the Waiver: *EC* 56101

Period of request: 2004-05 School Year

FISCAL ANALYSIS (AS APPROPRIATE)

There will be no adverse fiscal impact to the state if this waiver is approved.

BACKGROUND INFORMATION

Action Item: Some documentation is available for web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

Attachments:

- Will be in Last Minute Memorandum

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: May 11, 2005

TO: MEMBERS, STATE BOARD OF EDUCATION

FROM: Judy Pinegar, Administrator
Waiver Office

RE: Item No. W-8

SUBJECT: Request by **various Local Educational Agencies** to waive *Education Code* (*EC*) Section 51224.5(b), the requirement that all students graduating in the 2004-05 year be required to complete a course in Algebra I (or equivalent) to be given a diploma of graduation for one special education student based on *EC* 56101, the special education waiver authority.

This item was put in as a "placeholder" so that local educational agencies (LEAs) requesting a waiver of the requirement to complete a course in Algebra I (or equivalent) for qualified students with disabilities could be added at the last minute.

The additional districts and the number of students with disabilities requesting waivers are as follows:

Waiver Number	LEA Requesting the Waiver	Number of students
57-3-2005	San Juan Special Education Local Plan Area (SELPA) for Options for Youth Charter Schools, Carmichael Center	One (1) student
56-3-2205	San Juan SELPA for Options for Youth Charter Schools, Arden Center	One (1) student
3-5-2005	Sacramento City Unified School District	Six (6) students
59-3-2005	Yosemite Joint Union High School District	Ten (10) students

These student's transcripts, Individual Educational Plans, use of standardized tests, and other documents have all been reviewed was reviewed by a Special Education Consultant in full confidentiality. Additional information was gathered from the district by telephone or fax as needed to make a determination. The district has provided facts indicating that failure to approve the request would hinder implementation of the student's IEP or compliance by the district for a free, appropriate education for students with disabilities.

The California Department of Education recommends approval of the waiver with the following conditions for the above listed **eighteen (18)** students with disabilities from four LEA's:

> That this waiver removes only the requirement that these students successfully complete a course in Algebra I (or its equivalent) for the 2004-05 graduating year. These students must meet other course requirements stipulated by the governing board of the school district of enrollment and by *EC* 51225.3 in order to receive a high school diploma. In the event a student does not graduate in 2004-05, this waiver does not relieve the student of their responsibility to attempt to successfully complete a course in Algebra I (or its equivalent) in 2005-06 as required by 51224.5(b).

ITEM #W-9

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

☒ **General Waiver**

SUBJECT	
Request by the **San Juan Unified School District** (USD) to waive the *California Code of Regulations (CCR)*, Title 5, Section 15443 (specifically the cut point of 400,000 average daily attendance (ADA) to allow San Juan USD to keep a budget reserve of one percent for the fiscal year 2005-06 only. Waiver Number: 8-3-2005	☒ **Action** ☐ **Consent**

RECOMMENDATION

☐ **Approval** ☐ **Approval with conditions** ☒ **Denial**

Reason: California *Education Code (EC)* Section 33051(a)(1), "The educational needs of the pupils are not adequately addressed."

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) has approved two limited waivers of this type for San Diego Unified School District. San Diego has also had special legislation, Senate Bill 2023 (Chapter 784, Statutes of 1998) which granted an exception to school districts to lower their reserves from two percent to one percent for five fiscal years (1998-99 to 2002-03) if they maintained an average daily attendance (ADA) of at least 125,000 (only San Diego fit this criteria).

Although concerned about the San Diego waiver in November 2004, California Department of Education (CDE) staff recommended approval in large part because the San Diego County Superintendent of Schools supported the one-year extension of the reduced reserve requirement. At the SBE meeting, the district committing to restore its reserve to two percent in 2006-07; that they will not reapply for the waiver.

SUMMARY OF KEY ISSUES

In an attempt to curtail an increasing number of school districts facing fiscal insolvency, laws have been enacted since the late 1980s that create budget standards and increase fiscal oversight for all local educational agencies (LEAs). One of the standards created is a requirement that LEAs set aside a certain percentage of their budget as a reserve for economic uncertainties. This reserve provides a cushion against unanticipated fiscal needs that may arise, and thereby reduces the risk of insolvency and the associated need to borrow and increase district debt, for example, through a state emergency loan.

More important, meeting the reserve requirement is a criterion the county superintendent of schools evaluates, along with other fiscal criteria, in determining whether to intervene in district fiscal matters, as required in law (AB 1200 statutes).

Failing to meet a reserve requirement has no mandated consequence. However, it strengthens the county superintendent's justification for intervention.

For fiscal years 2003-04 and 2004-05, Assembly Bill (AB) 1754 (Chapter 227, Statutes of 2003), provided relief from state budget cuts by allowing all school districts to reduce their required reserves by 50 percent. The San Juan USD, thereby, was permitted to reduce its required reserves in 2003-04 and 2004-05 from two percent to one percent.

San Juan USD is requesting to waive *CCR*, Title 5, Section 15443, which was adopted by the SBE and sets the reserve requirement percentages for school districts. The district, specifically, requests that it be allowed to reduce its required reserves in 2005-06 from two percent to one percent. According to the San Juan USD, the district needs the waiver in order to maintain less in reserve because its revenues are decreasing due to declining enrollment and they are anticipating additional obligations as a result of other state budget reductions proposed by the Governor for 2005-06.

At the February 28, 2005, San Juan board meeting where this waiver was discussed, the President of the San Juan governing board, Thomaysa Glover, noted that the county superintendent (Dave Gordon) did not support the waiver. A *Sacramento Bee* news article dated March 2, 2005, titled *San Juan Budget Waiver Sought* noted the San Juan waiver was approved despite "the objections of the county schools superintendent and San Juan's own associate superintendent for business services. Both were concerned that reducing such reserves would make San Juan more vulnerable to future downturns."

In discussing this waiver request, Dr. General Davie stated the multi-year projection for 2005-06 includes a two percent budget reserve and that the district is only seeking a waiver of the reserve requirement in case something extraordinary happens next year, in which case the district would have the option to drop its reserve to one percent.

Staff also notes that the conditions impacting the San Juan USD are not unique to the district. School districts statewide depend on state education funding in the annual Budget Act. Further, the Legislative Analyst's Office estimates that over 40 percent of the school districts statewide have experienced declining enrollment for both the 2002-03 and 2003-04 fiscal years and will continue to face enrollment concerns in the future.

Staff recommends denial of the waiver because the district should adhere to a fiscally responsible, multi-year plan to address its declining enrollment and provide for the educational needs of its students, under *EC* 33051(a) (1). A waiver will only prolong the district's problems. In addition, a waiver will weaken the county superintendent's justification to intervene if needed and the county superintendent is opposed to the waiver. The financially sound approach is for the district to face its structural deficit on a more urgent and timely basis by either finding new on-going revenue and/or cutting on-going expenditures.

Authority for Waiver: *EC* Section 33050

Period of request: July 1, 2005 to June 30, 2006

Local board approval date(s): February 28, 2005

Public hearing held on date(s): February 28, 2005

Bargaining unit(s) consulted on date(s): February 18, 2005

Name of bargaining unit/representative(s) consulted: Tom Alves, SJTA; Joe Roy, CSEA; Alan Daurie, Teamsters; Jim Kurtz, Supervisors

Position of bargaining unit(s) (choose only one):
☐ Neutral ☒ Support ☐ Oppose
Comments (if appropriate):

Public hearing advertised by (choose one or more):
☒ posting in a newspaper ☐ posting at each school ☒ other (specify)

Notice was posted on the district Web site as an agenda item

Advisory committee(s) consulted: San Juan Facilities/Transportation/Finance Committee

Objections raised (choose one): ☐ None ☒ Objections are as follows:
The Facilities/Transportation/Finance Committee passed a motion urging the district to retain the two percent reserve and not proceed with the waiver request.

Date(s) consulted: March 1, 2005

FISCAL ANALYSIS (AS APPROPRIATE)

No statewide fiscal impact. The district estimates it will implement $3.6 million in program and staffing cuts to bring its reserve to two percent.

BACKGROUND INFORMATION

Action Item: Some documentation is available for web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

Attachments:

- General Waiver Request (2 pages)
- Attachment 2 (1 page)

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

☒ **General Waiver**

SUBJECT	
Request by **Grant Joint Union High School District** for a renewal to waive *Education Code (EC)* Section 47605(a)(1) & 47605.1(a)(1), Geographic Provisions of AB 1994, for Grant Community Outreach Academy to operate a classroom based site in another school district's jurisdiction. Waiver Number: 12-4-2005	☒ **Action** ☐ **Consent**

RECOMMENDATION

☐ **Approval** ☐ **Approval with conditions** ☒ **Denial**

Reason: *EC* 33051(a)(1) The educational needs of the pupils are not adequately addressed.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

This same waiver was approved by the SBE on September 9, 2004, to allow this former classroom-based California Charter Academy site in the Elk Grove Unified School District to be served by the Grant Community Outreach Academy. This initial waiver addressed the sudden closure of California Charter Academy sites and assisted displaced students and their families in finding quick placement.

SUMMARY OF KEY ISSUES

Assembly Bill (AB) 1994 was enacted by the Legislature in 2002 and amended *EC* 47605 and 47605.1 to include the following provisions relating to classroom-based programs:

> *EC 47605* (a)(1) A petition for the establishment of a charter school shall identify a single charter school that will operate within the geographic boundaries of that school district. A charter school may propose to operate at multiple sites within the school district, as long as each location is identified in the charter school petition.
>
> *EC* 47605.1(a)(1) Notwithstanding any other provision of law, a charter school that is granted a charter from the governing board of a school district or county office of education after July 1, 2002, and commences providing educational services to pupils on or after July 1, 2002, shall locate in accordance with geographic and site limitations of this part.

The charter and Grant district are requesting that this second waiver not be made permanent, that the time limit approved be one day less than two years, and state they will discontinue services at that point. This waiver would allow for a continuation of this service by Grant Joint Union High School District to serve approximately 235 students

at the Jackson Road site in Sacramento until plans can be made to either form a new charter, or absorb the population into Elk Grove Unified.

These students are predominantly Eastern European students who are served through bilingual, Russian/Ukrainian-English instructional programs. Grant Community Outreach Academy is currently serving a population of approximately 1,200 Eastern European immigrant students at sites in the Grant Joint Union High School District and the Jackson Road site in the Elk Grove Unified School District.

The Elk Grove Unified School District supports this waiver request (see attached letter from Elk Grove Superintendent Steven Ladd.) Additionally, the waiver request states that this issue has been discussed with the Sacramento County Superintendent of Schools, David Gordon, and that he supports this arrangement. Grant Community Outreach Academy had a 601 Base Academic Performance Index (API) in 2004 with a one Statewide Ranking and a two Similar Schools Ranking.

The California Department of Education (CDE) recommends denial of this waiver request for the following reasons. In establishing geographic and site limitations for charter schools, the intent of AB 1994 was to bring charter schools closer to their authorizing districts. In addition, the Governor's signing message related to Senate Bill 1766 in July 2004 strongly supports the geographic and site limitations of *EC* 47605.1.

> I am signing Senate Bill 1766 which exempts the Delta Charter High School from the geographic and site restrictions on charter school operations. However, I wish to make it clear that this is an exceptional case, and I do not seek to weaken the accountability provisions provided in current law. Broadly, I believe that the geographic and site restrictions can provide protection against the abuses engaged in by certain satellite charter school sites a few years ago. For the charter school system to provide meaningful educational reform, accountability must go hand in hand with flexibility. In many cases, excessive distance between a charter school site and its authorizing entity have led to inadequate oversight…

The SBE approved some similar waiver requests on September 9, 2004 (Item W-28). It is important to note, however, that these waivers addressed the sudden closure of California Charter Academy sites and the intent of the CDE to assist displaced students and their families in finding placement at other schools as quickly as possible. Existing charter schools assisted in the placement of these students but some waiver requests were necessary to allow charter schools to serve these displaced students.

Additionally, there is no evidence based upon 2004 API reports or other recognized assessments that these students at the Jackson Road site are benefiting from the instructional programs provided by Grant Community Outreach Academy in comparison with those programs that could be provided these students by Elk Grove Unified School District.

The department therefore recommends denial of this waiver, based on EC 33051(a)(1),

that the educational needs of the pupils are not adequately addressed.

Authority for Waiver: *EC* Section 33050

Period of request: July 1, 2005, through June 28, 2006

Local board approval date(s): April 20, 2005

Public hearing held on date(s): April 20, 2005

Bargaining unit(s) consulted on date(s): April 6-7, 2005

Name of bargaining unit/representative(s) consulted: GTA, CSEA, PEASC; John Ennis, Bob Upton, Leo Burns

Position of bargaining unit(s) (choose only one):
☒ Neutral ☒ Support ☐ Oppose
Comments (if appropriate): GTA and PEASC are neutral; CSEA supports this waiver.

Public hearing advertised by (choose one or more):
☐ posting in a newspaper ☒ posting at each school ☐ other (specify)

Advisory committee(s) consulted: Grant Community Charters Board

Objections raised (choose one): ☒ None ☐ Objections are as follows:

Date(s) consulted: April 19, 2005

FISCAL ANALYSIS (AS APPROPRIATE)

This waiver request will not greatly impact either state or local finances.

BACKGROUND INFORMATION

Action Item: Some documentation is available for web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

Attachments:

- Specific Waiver Request (4 pages)
- Letter from District (2 pages
- API Base School Report (2 pages)
- CAHSEE results (2 pages)

ITEM #W-11

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

☒ **General Waiver**

SUBJECT	
Request by **Gorman Learning Center Charter School** under *Education Code (EC)* Section 33054 to waive *EC* 47605.1(c)(2) pertaining to geographic limits on resource centers for nonclassroom-based charter schools so that Gorman Learning Center Charter School can continue to operate five resource centers in adjacent counties (San Bernardino and Kern) and possibly open two more centers in these counties. Waiver Number: 47-3-2005	☒ **Action** ☐ **Consent**

RECOMMENDATION

☐ **Approval** ☐ **Approval with conditions** ☒ **Denial**

EC 33051 (a)(1) The educational needs of the pupils are not adequately addressed.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Similar waivers from other non-classroom based charters were approved (over CDE recommendation of denial) for one year only by the State Board of Education (SBE) in 2004 and early 2005.

However, when one those charters (Julian Charter School) came back requesting a second year of the waiver at the March 2005 board meeting, the waiver was denied by the SBE, because the Board felt that the charter school should pursue all the avenues open to it within the law for local sponsorship.

SUMMARY OF KEY ISSUES

Assembly Bill (AB) 1994 was enacted by the Legislature in 2002 and amended *EC* 47605.1 to include the following provisions.

> *EC* Section 45065 (c) Notwithstanding any other provision, a charter school may establish a resource center, meeting space, or other satellite facility located in a county adjacent to that in which the charter school is authorized if the following conditions are met:
> (1) The facility is used exclusively for the educational support of pupils who are enrolled in nonclassroom-based independent study of the charter school.
> (2) The charter school provides its primary educational services in, and a majority of the pupils it serves are residents of, the county in which the school is authorized.

Gorman Learning Center Charter School is a nonclassroom-based charter school authorized by the Gorman Elementary School District in Los Angeles County. The

district has an enrollment of 49 pupils, however the Gorman Learning Center serves over 2,000 pupils, in 5 different counties.

The charter school enrolls the majority of its students in the adjacent counties of San Bernardino, while lesser numbers are in Los Angeles County (where they are chartered) and students are also served in Kern, Ventura, and Orange counties. The Gorman Learning Center currently has five resource centers in two adjacent counties (San Bernardino and Kern) that support nonclassroom-based students. The school would like to continue to maintain these facilities and possibly open two new resource centers in adjacent counties. All of these statistics are displayed on Attachment A.

Gorman Learning Center Charter School had a 675 Base Academic Performance Index (API) in 2004 with a 6 Similar Schools Ranking and a 6 Statewide Ranking. The school also met its API growth target for 2004. As a nonclassroom-based charter school required to submit a funding determination in accordance with *EC* 47634.2, Gorman Learning Center Charter School is recommended by the Advisory Commission on Charter Schools (ACCS) for funding at the 100 percent level for two years by the SBE in May 2005.

Attachment B is a letter of opposition to the waiver from the County of San Bernardino (where over 1000 students are served).

In establishing geographic and site limitations for charter schools, the intent of AB 1994 was to bring charter schools closer to their authorizing districts. In addition, the Governor's signing message related to Senate Bill 1766 in July 2004 strongly supports the geographic and site limitations of *EC* 47605.1. "I am signing Senate Bill 1766 which exempts the Delta Charter High School from the geographic and site restrictions on charter school operations. However, I wish to make it clear that this is an exceptional case, and I do not seek to weaken the accountability provisions provided in current law. Broadly, I believe that the geographic and site restrictions can provide protection against the abuses engaged in by certain satellite charter school sites a few years ago. For the charter school system to provide meaningful educational reform, accountability must go hand in hand with flexibility. In many cases, excessive distance between a charter school site and it's authorizing entity have led to inadequate oversight…"

Gorman Learning Center Charter School has several options to maintain these resource centers and fully comply with the provisions of AB 1994. First, by increasing enrollment of students residing in Los Angeles County to at least 50 percent of the school's total average daily attendance, Gorman Learning Center Charter School can maintain their existing resource centers in adjacent counties and establish new centers to serve nonclassroom-based students in San Bernardino, Kern, Ventura, or Orange Counties. Second, if Gorman Learning Center Charter School is not able to serve a majority of students in the county in which it is authorized (Los Angeles County), it can go to local districts or the county offices in San Bernardino, Kern, Ventura, and Orange Counties and seek new charter schools to serve these counties.

CDE again recommends denial on the basis of *EC* 33051(a)(1), that the oversight arrangement does not best meet the educational needs of students. Recent action by Governor Schwarzenegger and the availability of options for the charter school to

maintain these resource centers in compliance with state law support CDE's recommendations.

Authority for Waiver: *EC* Section 33054

Period of request: July 1, 2005, through June 30, 2006

Local board approval date(s): March 15, 2005

Public hearing held on date(s): March 15, 2005

Bargaining unit(s) consulted on date(s): March 9, 2005

Name of bargaining unit/representative(s) consulted: Gorman Employees Association, Christy Shropshire, Corey Hansen-Vance, Mitzi Scott

Position of bargaining unit(s) (choose only one):
☐ Neutral ☒ Support ☐ Oppose
Comments (if appropriate):

Public hearing advertised by (choose one or more):
☒ posting in a newspaper ☒ posting at each school ☐ other (specify)
Post office, local store, high school district

Advisory committee(s) consulted: Gorman School Site Council

Objections raised (choose one): ☒ None ☐ Objections are as follows:

Date(s) consulted: March 10, 2005

FISCAL ANALYSIS (AS APPROPRIATE)

This waiver request will not greatly impact either state or local finances.

BACKGROUND INFORMATION

Action Item: Waiver forms and other documents related to this waiver request are available for viewing at the Waiver Office and the SBE Office.

Attachments:

- Attachment A—Data for Gorman Learning Center (1 page)
- General Waiver Request (3 pages)
- Certification Form (1 page)
- Letter from San Bernardino County Superintendent of Schools (2 pages)

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

☒ **General Waiver**

SUBJECT	
Request by **Modoc Charter School** under *Education Code (EC)* Section 33050 to waive *EC* 47605.1(c)(2) pertaining to geographic limits on resource centers for nonclassroom-based charter schools so that Modoc Charter School can continue to operate resource centers in adjacent counties, particularly Shasta County. Waiver Number: 54-3-2005	☒ **Action** ☐ **Consent**

RECOMMENDATION

☐ **Approval** ☐ **Approval with conditions** ☒ **Denial**

Reason: *EC* 33051(a)(1) The educational needs of the pupils are not adequately addressed.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Similar waivers from other non-classroom based charters were approved (over CDE recommendation of denial) for one year only by the State Board of Education (SBE) in 2004 and early 2005.

However, when one those charters (Julian Charter School) came back requesting a second year of the waiver at the March 2005 board meeting, the waiver was denied by the SBE, because the Board felt that the charter school should pursue all the avenues open to it within the law for local sponsorship.

SUMMARY OF KEY ISSUES

Assembly Bill (AB) 1994 was enacted by the Legislature in 2002 and amended *EC* 47605.1 to include the following provisions.

> *EC* 47605.1(c) Notwithstanding any other provision, a charter school may establish a resource center, meeting space, or other satellite facility located in a county adjacent to that in which the charter school is authorized if the following conditions are met:
> (1) The facility is used exclusively for the educational support of pupils who are enrolled in nonclassroom-based independent study of the charter school.
> (2) The charter school provides its primary educational services in, and a majority of the pupils it serves are residents of, the county in which the school is authorized." (*EC* 47605.1)

Modoc Charter School is a nonclassroom-based charter school authorized by the Modoc Joint Unified School District in Modoc County. The charter school enrolls the majority of its students in the adjacent county of Shasta (392 out of 450 total students) and currently has two resource centers in Shasta County that support these

nonclassroom-based students. Additionally, Modoc Charter School has its administrative offices located in Redding (Shasta County) see Attachment A for this data.

The school would like to continue to maintain these Shasta County facilities during the 2005-06 school year while seeking an authorizer in Shasta County.

Modoc Charter School had a 615 Base Academic Performance Index (API) in 2004 with a 1 Similar Schools Ranking and a 3 Statewide Ranking. As a nonclassroom-based charter school required to submit a funding determination in accordance with *EC* 47634.2, Modoc Charter School was approved for funding at the 100 percent level for one year by the SBE in January 2005. (See attached API 2004 base year)

The CDE recommends denial of this waiver request for the following reasons. In establishing geographic and site limitations for charter schools, the intent of AB 1994 was to bring charter schools closer to their authorizing districts. In addition, the Governor's signing message related to Senate Bill 1766 in July 2004 strongly supports the geographic and site limitations of *EC* 47605.1.

> I am signing Senate Bill 1766 which exempts the Delta Charter High School from the geographic and site restrictions on charter school operations. However, I wish to make it clear that this is an exceptional case, and I do not seek to weaken the accountability provisions provided in current law. Broadly, I believe that the geographic and site restrictions can provide protection against the abuses engaged in by certain satellite charter school sites a few years ago. For the charter school system to provide meaningful educational reform, accountability must go hand in hand with flexibility. In many cases, excessive distance between a charter school site and it's authorizing entity have led to inadequate oversight…

Modoc Charter School has several options to maintain these resource centers and fully comply with the provisions of AB 1994. First, by increasing enrollment of students residing in Modoc County to at least 50 percent of the school's total average daily attendance, Modoc Charter School can maintain their existing resource centers in adjacent counties. Second, if Modoc Charter School is not able to serve a majority of students in the county in which it is authorized (Modoc County), it can go to local districts or the county offices in Shasta and Lassen Counties and seek new charter schools to serve these counties. The waiver asks for another year (2005-06) for Modoc Charter School to continue to search for a new sponsoring entity in Shasta County. CDE's position is that the school has had sufficient time since AB 1994 was implemented in January 2003 to find sponsorship in Shasta County.

The department again recommends denial on the basis of *EC* 33051(a)(1), that the oversight arrangement does not best meet the educational needs of students. Recent action by Governor Schwarzenegger and the availability of options for the charter school to maintain these resource centers in compliance with state law support CDE's recommendations.

Authority for Waiver: *EC* Section 33050

Period of request: July 1, 2005, through June 30, 2006

Local board approval date(s): March 15, 2005

Public hearing held on date(s): March 15, 2005

Bargaining unit(s) consulted on date(s): February 11, 2005

Name of bargaining unit/representative(s) consulted: Modoc Teachers Association, Sally Clark, President

Position of bargaining unit(s) (choose only one):
☒ Neutral ☒ Support ☐ Oppose
Comments (if appropriate):

Public hearing advertised by (choose one or more):
☐ posting in a newspaper ☒ posting at each school ☐ other (specify)

Advisory committee(s) consulted: Modoc Charter School Advisory Council

Objections raised (choose one): ☒ None ☐ Objections are as follows:

Date(s) consulted: February 3, 2005

FISCAL ANALYSIS (AS APPROPRIATE)

This waiver request will not greatly impact either state or local finances.

BACKGROUND INFORMATION

Action Item: Some documentation is available for Web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or SBE Office.

Attachments:

- Attachment A (1 page)
- Letter from district (2 pages)
- General Waiver Request (2 pages)
- 2004 Academic Performance Index Base (1 page)

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

☒ **General Waiver**

SUBJECT	
Request by **Klamath-Trinity Joint Unified School District** to waive portions of *Education Code* (*EC*) Section 5091 which will allow the local board to make a provisional appointment to a vacant board position past the 60 day statutory deadline. Waiver Number: 24-3-2005	☒ **Action** ☐ **Consent**

RECOMMENDATION

☐ **Approval** ☒ **Approval with conditions** ☐ **Denial**

That the provisional appointment be made before the final filing date for the November, 2005 election to fill the vacant board position

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) previously has approved similar waiver requests. The most recent involved Compton Unified School District in 2000.

SUMMARY OF KEY ISSUES

The Klamath-Trinity Joint Unified School District (KTJUSD), in Humboldt County, requests that the SBE waive the limit of 60 days that *Education Code* Section 5091 gives a governing board to make a provisional appointment or order an election to fill a vacancy on the board.

KTJUSD has a seven member board. A member of the board resigned, effective December 14, 2004. *Education Code* Section 5091 provides that, within 60 days of the vacancy, a school district governing board must make a provisional appointment or order an election to fill the vacancy. If the board fails to take action within 60 days, *Education Code* Section 5091 requires the county superintendent of schools to order an election to fill the vacancy.

The KTJUSD board scheduled three meetings subsequent to the December 14, 2004, vacancy in attempts to make a provisional appointment. With the vacancy and with one other board member hospitalized during the time, the KTJUSD board was unable to obtain the four votes necessary to support a candidate. In fact, the third meeting was cancelled due to a lack of a quorum.

On February 15, 2005, the KTJUSD superintendent notified the Humboldt County Superintendent of Schools that the governing board had not made a provisional appointment within the required 60 days. The county superintendent ordered an election to fill the vacancy. Since *Education Code* Section 5091 requires 130 days between the election order and the established election date, the election to fill the vacancy was set for November 8, 2005.

The student population in KTJUSD is approximately 75 percent Native American. The Karuk Tribe, which is located primarily within the currently unrepresented trustee area, is concerned that the children of their community could suffer negatively without board representation until December 2005. The Karuk Tribe supports approval of the waiver.

An election for this trustee area will occur November 8, 2005, with or without approval of the waiver. If the waiver is approved, the KTJUSD governing board will have an opportunity to make a provisional appointment and the appointee, pursuant to *Education Code* Section 5091, will represent the trustee area only until the November election. Without the waiver, the trustee area will go unrepresented until December, when a member chosen at the November election will take office.

Thus, approval of the waiver will allow representation of the area on the KTJUSD governing board while not affecting any governing board election.

Authority for Waiver: *Education Code* (*EC*) Section 33050

Period of request: 03/11/05 to 12/13/05

Local board approval date(s): 03/11/05

Public hearing held on date(s): 03/11/05

Bargaining unit(s) consulted on date(s): 3/15/05

Name of bargaining unit/representative(s) consulted: Jan McPherson, Teachers' Association; Terry Tyner, CSEA

Position of bargaining unit(s) (choose only one):
☐ Neutral ☒ Support ☐ Oppose
Comments (if appropriate):

Public hearing advertised by (choose one or more):
☐ posting in a newspaper ☒ posting at each school ☒ other (specify) Three public places

Advisory committee(s) consulted: Orleans Elementary School

Objections raised (choose one): ☒ None ☐ Objections are as follows:

Date(s) consulted: 3/02/05

FISCAL ANALYSIS (AS APPROPRIATE)

There will be no significant cost to the district, county, or the state due to approval of a waiver that extends the timeline for a governing board to make a provisional appointment.

BACKGROUND INFORMATION

Action Item: Some documentation is available for Web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

Attachments:

- Specific Waiver Request (2 pages)
- Attachment A (2 pages)

Education Code Section 5091

60 days to order election or make provisional appointment

(a) Whenever a vacancy occurs, or whenever a resignation has been filed with the county superintendent of schools containing a deferred effective date, the school district or community college district governing board shall~~, within 60 days of the vacancy or the filing of the deferred resignation,~~ either order an election or make a provisional appointment to fill the vacancy. A governing board member may not defer the effective date of his or her resignation for more than 60 days after he or she files the resignation with the county superintendent of schools.
~~In the event that a governing board fails to make a provisional appointment or order an election within the prescribed 60-day period as required by this section, the county superintendent of schools shall order an election to fill the vacancy.~~
(b) When an election is ordered, it shall be held on the next established election date provided pursuant to Chapter 1 (commencing with Section 1000) of Division 1 of the Elections Code not less than 130 days after the order of the election.
(c) (1) If a provisional appointment is made ~~within the 60-day period~~, the registered voters of the district may, within 30 days from the date of the appointment, petition for the conduct of a special election to fill the vacancy. A petition shall be deemed to bear a sufficient number of signatures if signed by at least the number of registered voters of the district equal to 11/2 percent of the number of registered voters of the district at the time of the last regular election for governing board members, or 25 registered voters, whichever is greater. However, in districts with registered voters of less than 2,000 persons, a petition shall be deemed to bear a sufficient number of signatures if signed by at least 5 percent of the number of registered voters of the district at the time of the last regular election for governing board members.
(2) The petition shall be submitted to the county superintendent of schools having jurisdiction who shall have 30 days to verify the signatures. If the petition is determined to be legally sufficient by the county superintendent of schools, the provisional appointment is terminated, and the county superintendent of schools shall order a special election to be conducted no later than the 130th day after the determination. However, if an established election date, as defined in Section 1000 of the Elections Code, occurs between the 130th day and the 150th day following the order of the election, the county superintendent of schools may order the special election to be conducted on the regular election date.
(d) A provisional appointment made pursuant to subdivision (a)

confers all powers and duties of a governing board member upon the appointee immediately following his or her appointment.

(e) A person appointed to fill a vacancy shall hold office only until the next regularly scheduled election for district governing board members, whereupon an election shall be held to fill the vacancy for the remainder of the unexpired term. A person elected at an election to fill the vacancy shall hold office for the remainder of the term in which the vacancy occurs or will occur.

(f) (1) Whenever a petition calling for a special election is circulated, the petition shall meet all of the following requirements:

(A) The petition shall contain the estimate of the elections official of the cost of conducting the special election.

(B) The name and residence address of at least one, but not more than five, of the proponents of the petition shall appear on the petition, each of which proponents shall be a registered voter of the school district or community college district, as applicable.

(C) None of the text or other language of the petition shall appear in less than six-point type.

(D) The petition shall be prepared and circulated in conformity with Sections 100 and 104 of the Elections Code.

(2) If any of the requirements of this subdivision are not met as to any petition calling for a special election, the county superintendent of schools shall not verify the signatures, nor shall any further action be taken with respect to the petition.

(3) No person shall permit the list of names on petitions prescribed by this section to be used for any purpose other than qualification of the petition for the purpose of holding an election pursuant to this section.

(4) The petition filed with the county superintendent of schools shall be subject to the restrictions in Section 6253.5 of the Government Code.

(g) Elections held pursuant to subdivisions (b) and (c) shall be conducted in as nearly the same manner as practicable as other governing board member elections.

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

☒ **Specific Waiver**

SUBJECT	
Request by **West Fresno Elementary School District** for a retroactive waiver of *Education Code (EC)* Section 60119 regarding the annual public hearing and resolution on the availability of textbooks or instructional materials. The district had an audit finding for fiscal year 2002-2003 for failing to hold the public hearing. This is the second time the district has had this same finding (Waiver Number 32-5-2003-WC-2 for the 2001-2002 fiscal year). Waiver Number: 16-12-2004	☒ **Action** ☐ **Consent**

RECOMMENDATION

☒ Approval ☐ Approval with conditions ☐ Denial

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) has heard and approved previous similar waiver requests per Waiver Policy 01-06 Instructional Materials Sufficiency (*EC* Section 60119) Waiver of Retroactive Audit. This waiver request does not qualify for the consent agenda since this district has already been before the SBE with a waiver request for an *EC* Section 60119 audit finding in the 2001-2002 fiscal year.

West Fresno Elementary School District (ESD) is currently under state administration due to fiscal instability. The California Department of Education (CDE) assumed responsibility for the district in March of 2003 and appointed William R. Griffin as the State Administrator. Before deciding on a recommendation for this waiver request, CDE staff conducted a more intensive review of the district's instructional materials sufficiency on a classroom-by-classroom basis.

SUMMARY OF KEY ISSUES

During the 2001-2002 annual audit the auditor discovered that West Fresno ESD did not hold the public hearing as required by *EC* Section 60119. The penalty required the return of $80,622 in instructional materials funds. The district applied for a waiver, and it was granted on consent under the SBE Waiver Policy 01-06. To get the waiver, the district was required to certify that they had completed a legally compliant hearing for the 2002-2003 fiscal year. The district certified to having held a properly noticed hearing that fulfilled all the requirements of *EC* Section 60119, and that certification is in the file for that waiver.

During the following year the auditor found that the district did not hold a legally compliant hearing in 2002-2003 as they had certified they had done in order to get the first waiver so the district was cited for a second time in a row. The fiscal penalty

for the 2002-2003 year requires the return of $42,639 in instructional materials funds, unless the SBE grants this second waiver.

Because this is the second finding, and the district's low API ranking, additional documentation was required on a grade-by-grade basis. The Waiver Office had West Fresno ESD submit an actual listing of the district's instructional materials by title, publisher and copyright, used in each grade level, kindergarten through grade eight in the district as part of this waiver request. When reviewed, it was found that the texts being used in the district for the four major content areas for kindergarten through eighth grade students are on the current State Board Adopted List except for Reading/English Language Arts materials in two grades (7th and 8th) as shown on page 5 of the list. These books were from the AB 2519 adoption in 1999, which is only good through June 2005.

For purposes of assuring appropriate texts for the 2005-06 school year in compliance with the *Williams* Case, (both schools have a statewide rank of "1" on the Academic Performance Index), the district submitted evidence that they are beginning the process to purchase new materials for grades seven and eight in Reading/English Language Arts by May 1, 2005 (see attached letter).

On January 18, 2005, in accordance with SB 550, the legislation to implement the *Williams* Case settlement, and SBE Policy Number 01-06, the district held their required public hearing for the 2004-2005, finding sufficient texts in all classrooms in all subjects. The resolution for the 2004-2005 year and those documents are attached to this waiver request.

On the basis of the evidence of district concern and correction of the problem, CDE recommends approval of this waiver request, as the loss of $42,639 would be counterproductive to the goal of providing current adopted texts to students. In addition, staff from West Fresno ESD will be available to answer any further questions the Board may have at the SBE meeting.

Authority for the Waiver: *EC* Section 41344.3

Period of request: July 1, 2002 to June 30, 2003

Local board approval date(s): December 17, 2004

Bargaining unit(s) consulted on date(s): December 1, 2004

Name of bargaining unit(s)/representative(s): West Fresno Teachers' Association, Laura Jones and Gladys Deniz, Representatives

Position of bargaining unit(s) (choose only one):
☐ Neutral ☒ **Support** ☐ Oppose
Comments (if appropriate):

FISCAL ANALYSIS (AS APPROPRIATE)

If this waiver is denied, the West Fresno ESD will have a apportionment related audit penalty to be processed per *EC* Section 41344, and be required to return $42,639 in Instructional Materials Fund Restructuring Program (IMFRP) monies for the 2002-2003 fiscal year.

BACKGROUND INFORMATION

Action Item: Some documentation is available for web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

Attachments:

- Specific Waiver Request (2 pages)
- Certification of Compliance (2 pages)
- Copy of Audit Finding (1 page)
- Copy of Board Resolution (2 pages)
- List of Current Instructional Materials Used in District (9 pages)
- Letter from West Fresno ESD regarding purchase of instructional materials dated April 11, 2005 (1 page)
- API Report for 2003 Base (1 page)

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

☒ **Specific Waiver**

SUBJECT	
Request by **Orcutt Union School District** under the authority of *Education Code* (*EC*) 60422(c) to waive *EC* sections 60422(a)(b) and 60242(a)(b) and *California Code of Regulations (CCR),* Title 5, Section 9531(b) to allow the district to purchase new seventh grade health textbooks in 2005-06 with Instructional Materials Funding Realignment Program (IMFRP) monies before the purchase of K-8 standards-aligned history textbooks. Waiver Number: 31-3-2005	☒ **Action** ☐ **Consent**

RECOMMENDATION

☒ Approval ☐ Approval with conditions ☐ Denial
Approval from July 1, 2005, through June 30, 2006

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

This is the second request received by the State Board of Education (SBE) for a waiver of these particular *EC* sections. The first request is also under consideration at this SBE meeting. No SBE policy exists with regards to this particular type of waiver request.

SUMMARY OF KEY ISSUES

The Orcutt Union School District is requesting a waiver of *EC* sections 60422(a)(b) and 60242(a)(b), and *CCR-5,* Section 9531(b), to allow the district to purchase new 7th grade health textbooks in 2005-06 with Instructional Materials Funding Realignment Program (IMFRP) monies before the purchase of K-5 standards-aligned history textbooks.

The IMFRP (*EC* 60420-60424) requires districts to certify that all students, K-12, have been provided with “a standards-aligned textbook or basic instructional materials” in the four core content areas of reading/language arts, mathematics, science, and history–social science before any funds can be spent on other instructional materials or the other items permitted under *EC* Section 60242(a). For grades K-8, “standards-aligned” is defined as a program adopted by the SBE “subsequent to the adoption of content standards pursuant to [*EC*] Section 60605.”

The district is seeking this waiver in order to replace health textbooks that are 8 years old. The district is using the Houghton Mifflin K-8 history-social science program from the 1991 state adopted list. After reviewing the Houghton Mifflin K-8 materials adopted in 1999, the district found that the two programs were very similar in content. The district would like to continue using this program until the 2005 K-8 History-Social Science Primary Adoption is completed, and then purchase materials from the new list at that

time. The district is compliant with the IMFRP certification requirement in all other subject areas and grade levels.

All of the schools in the district are high performing, with API base scores of 746 or above. There are six elementary schools and two middle schools in the district.

The Department recommends approval of this waiver request.

Authority for the Waiver: *EC* Section 60422(c)

Period of request: July 1, 2005, through June 30, 2006

Local board approval date(s): March 23, 2005

Bargaining unit(s) consulted on date(s): February 17, 2005

Name of bargaining unit(s)/representative(s): Sue Lampton, President, Orcutt Educators Association

Position of bargaining unit(s) (choose only one):

☐ Neutral ☒ Support ☐ Oppose

Comments (if appropriate):

FISCAL ANALYSIS (AS APPROPRIATE)

If the waiver is not approved, the district will be forced to pursue one of the following options:

a. Purchase history-social science textbooks twice in rapid succession (from the 1999 list now, and from the 2005 list once that adoption is completed). The IMFRP requires that districts purchase materials within 24 months of SBE action on an adoption. With nearly 5,000 K-8 students in the district, and current programs averaging about $50 per student to implement, this could cost the district as much as $250,000.

b. Defer all instructional materials purchases until after the 2005 K-8 History-Social Science Primary Adoption is completed.

BACKGROUND INFORMATION

Action Item: Some documentation is available for Web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or SBE Office.

Attachments:

- Specific Waiver Request (5 pages)
- API Growth Report (2 pages)

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

☒ **Specific Waiver**

SUBJECT	
Request by **Pleasanton Unified School District** under the authority of *Education Code (EC)* Section 60422(c) to waive *EC* sections 60422(a)(b) and 60242(a)(b) and *California Code of Regulations (CCR)*, Title 5, Section 9531(b) to allow the district to purchase new grade 6-12 foreign language textbooks in 2005-06 with Instructional Materials Funding Realignment Program (IMFRP) monies before the purchase of K-5 standards-aligned history textbooks. Waiver Number: 23-1-2005	☒ **Action** ☐ **Consent**

RECOMMENDATION

☒ Approval ☐ Approval with conditions ☐ Denial
Approval from July 1, 2005, through June 30, 2006.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

This is the first request received by the State Board of Education (SBE) for a waiver of these particular *EC* sections.

SUMMARY OF KEY ISSUES

The Pleasanton Unified School District is requesting a waiver of portions of *EC* 60422 and 60242 and *CCR*, *Title 5*, Section 9531(b) to allow the district to purchase new grade 6-12 foreign language textbooks in 2005-06 with Instructional Materials Funding Realignment Program (IMFRP) monies before the purchase of K-5 standards-aligned history textbooks.

The IMFRP (*EC* 60420-60424) requires districts to certify that all students, K-12, have been provided with “a standards-aligned textbook or basic instructional materials,” before any funds can be spent on other instructional materials or the other items permitted under *EC* 60242. For grades K-8, “standards-aligned” is defined as a program “adopted by the State Board of Education subsequent to the adoption of content standards pursuant to *EC* Section 60605.”

The district is seeking this waiver in order to replace foreign language textbooks that are 13-19 years old. The district is using the Houghton Mifflin K-5 history–social science program from the 1991 state adopted list. After reviewing the Houghton Mifflin K-5 materials adopted in 1999, the district found that the two programs were very similar in content. The district would like to continue using these programs until the 2005 K-8 History–Social Science Primary Adoption is completed, and purchase the materials from the new list at that time. The district is compliant with the IMFRP certification requirement in all other subject areas and grade levels.

All of the schools in the district are high performing, with API scores of 800 or above, and rankings of 10 on the 2003 Base API.

The Department recommends approval of this waiver request.

Authority for the Waiver: *EC* 60422(c)

Period of request: July 1, 2005, through June 30, 2006.

Local board approval date(s): January 25, 2005

Bargaining unit(s) consulted on date(s): October 13, 2004; December 17, 2004; January 14, 2005

Name of bargaining unit(s)/representative(s): Jacquelyn Smith, President, Association of Pleasanton Teachers

Position of bargaining unit(s) (choose only one):

☐ Neutral ☒ Support ☐ Oppose

Comments (if appropriate):

FISCAL ANALYSIS (AS APPROPRIATE)

If the waiver is not approved, the district will be forced to pursue one of the following options:

a. Purchase history–social science textbooks twice in rapid succession (from the 1999 list now, and from the 2005 list once that adoption is completed). The IMFRP requires that districts purchase materials within 24 months of SBE action on an adoption. The district estimates that this would require an additional expenditure of $300,000.
b. Defer all instructional materials purchases until after the 2005 K-8 History–Social Science Primary Adoption is completed.

BACKGROUND INFORMATION

Action Item: Some documentation is available for Web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

Attachments:

- Specific Waiver Request (4 pages)
- Academic Performance Index (API) Growth Report (1 page)

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

☒ **Specific Waiver**

SUBJECT	
Request by **Janesville Union School District** to waive *Education Code (EC)* Section 46202(b), the longer day incentive program audit penalty, for offering less instructional time in the 2001-02 fiscal year than what the district offered in 1982-83 as well as the state minimum set in 1986-87, for Kindergarten at Janesville Elementary School (shortfall of 4,960 minutes). Waiver Number: 1-11-2004	☒ **Action** ☐ **Consent**

RECOMMENDATION

☐ Approval ☒ Approval with conditions ☐ Denial

That the district maintain increased instructional time at Janesville Elementary School in kindergarten from the required 36,000 minutes per year to 40,960 minutes per year (36,000 plus the 4,960 minutes short) for a period of two years beginning in 2005-2006 and continuing through 2006-2007, and report the increase in its yearly audits. The district has already provided, and will continue to provide additional minutes to the affected students, now in third grade.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

EC section 46206 authorizes waivers to be granted for fiscal penalties because of a shortfall in instructional time. This section of the *Education Code* is very prescriptive and states that a waiver may only be granted upon the condition that the school or schools in which the minutes, days, or both, were lost, maintain minutes and days of instruction equal to those lost in addition to the amount for twice the number of years that it failed to maintain the required minimum length of time for the instructional school year, minimum number of instructional days for the school year.

SUMMARY OF KEY ISSUES

Janesville Union Elementary School District requests a waiver of *EC* Section 46202(b), the longer day instructional time penalty, for falling below both the state minimum of 36,000 instructional minutes established in 1986-87, as well as the 1982-83 required instructional minutes. In the 2001-02 school year, Janesville Elementary School only offered 31,040 instructional minutes to their kindergarten class creating a shortfall of 4,960 minutes. The shortfall occurred because the previous superintendent split one kindergarten classroom into two classes, a morning and an afternoon class. This reduced the number of instructional minutes offered in kindergarten to 31,040, for a shortfall of 4,960 minutes below the required minimum of 36,000.

In 1982-83, the district offered 31,500 instructional minutes for kindergarten so the 31,040 minutes in 2001-02 were 460 minutes short of that minimum also. Failing to meet both the required minutes of 1982-1983 and 1986-1987 incurs two penalty

amounts (see fiscal analysis for calculations) for a combined total of $17,086.92.

The superintendent who authorized the schedule change has since left the district. When the audit report was first certified on April 1, 2003, the district filed an appeal with the Education Audit Appeals Panel (EAAP). The appeal was denied on November 15, 2004, and then the district began the waiver process.

While waiting for resolution of the audit finding, the current administration provided additional minutes to the affected students in their subsequent classes, as shown in the table below:

School Year	Affected Students (grade level)	1986-87 required minimum minutes	Minutes Provided	Net gain or (loss)
2001-02	Kindergarten	36,000	31,040	(4,960)
2002-03	First	50,400	52,478	2,078
2003-04	Second	50,400	52,535	2,135
2004-05	Third	50,400	53,498	3,098
			Future Minutes Planned	
2005-06	Fourth	50,400	54,513	513
2006-07	Fifth	50,400	54,513	513
2007-08	Sixth	50,400	54,513	513
2008-09	Seventh	50,400	56,350	2,350
2009-10	Eighth	50,400	56,350	2,350

Although the additional minutes were not at the level of 4,960 per year for two years, before these students graduate, they will have been provided with more than 2.73 times the number of minutes lost in kindergarten. This kindergarten through eighth grade school with an enrollment of approximately 500 pupils has a 2004 API of 746, up from 684 in 1999. The results of the California Standards testing (STAR, CST) is reporting affected students in second grade as shown below:

Summary of 2004 California Standardized Testing and Reporting (STAR) for District, Lassen County and State

	Janesville	Lassen Co.	Statewide
Second Grade – CST ELA	34	369	477,927
Percentage Tested Proficient and Above	35%	32%	35%
Second Grade – CST Mathematics	34	369	477,927
Percentage Tested Proficient and Above	50%	48%	51%

The Superintendent has agreed to present the specific academic achievement of the affected students at the May SBE meeting. A brief narrative of the findings regarding the academic achievement of the students in the affected classes follows. The affected students' school day was reduced in January of that year when the class was split into a morning and an afternoon class. Those students were in the second grade last school year. The results of the CAT 6 and the California Standards Test (CST) from the spring 2004 administration of the STAR are the first standardized test results for that

population of students. Thirty-four second grade students took the STAR last year. At the time of testing last year, only 14 students who were in the affected classes remained in the district. When the test results for the second grade from last year were analyzed, there was no significant difference noted between the scores of the students in the affected classes and all other second grade students who were assessed. In most instances, the students in the affected classes had higher scores than the other students.

Mean Scaled Scores of the Janesville Union School District
California Standards Test (CST) Spring 2004

	Language Arts	Math
Affected Group	327.36	360.21
Classmates in Unaffected Class	328.71	355.29
All Students Except Affected Group	322.15	351.90

Janesville Union School District is rural and relatively isolated district in Lassen County with only one elementary school serving approximately 500 students in grades kindergarten through eighth grade. Lassen County has a total county population of 34,150 with ten small school districts. In fact, the Lassen National Forest makes up most of the county. This district is spread out over a large mountainous and forested terrain with a myriad of transportation issues facing parents and school officials, particularly during the winter months as Lassen County averages ten inches of snow annually.

If even more minutes had to be added to affected students in the 4th and 5th grades, it would create a conflict with the rest of the grade levels, create transportation problems considering the distances, the terrain, and the weather.

Approval of this waiver will prevent a fiscal hardship on a one-school rural district from having to repay the amount of $17,086.92 in penalties. In order to meet the statutory waiver requirement for two years of make-up of the full amount, the district will increase the kindergarten class schedule beginning in 2005-06. For those years, kindergarten minutes will be increased from the required 36,000 minutes per year to 40,960 minutes per year (36,000 plus the 4,960 minutes short) for a period of two years beginning in 2005-2006 and continuing through 2006-2007, and report the increase in its yearly audits.

Although the kindergarten is being used to meet the legal requirement of the waiver, the affected students will have been provided with more minutes than the number of minutes lost. Therefore, the department recommends approval of this waiver request with the condition that the district maintain increased instructional time at Janesville Elementary School in kindergarten from the required 36,000 minutes per year to 40,960 minutes per year (36,000 plus the 4,960 minutes short) for a period of two years beginning in 2005-2006 and continuing through 2006-2007, and report the increase in its yearly audits. The district has already provided, and will continue to provide additional minutes to the affected students, now in third grade.

Authority for the Waiver: *EC* 46206

Period of request: July 1, 2001 to June 30, 2002

Local board approval date(s): November 16, 2004

Bargaining unit(s) consulted on date(s): December 1, 2004

Name of bargaining unit(s)/representative(s): Robert Triplett, Janesville Teachers' Association and Phyllis Santos, CSEA, No. 678

Position of bargaining unit(s) (choose only one):

☐ Neutral ☒ Support ☐ Oppose

Comments (if appropriate):

FISCAL ANALYSIS (AS APPROPRIATE)

The repayment amount required by law for falling to meet the 1982-1983 instructional minutes is as follows: 25.66 (Average Daily Attendance) times $4,369.95 (Budget Revenue Limit) equals $ 112,132.92 (Apportionment). 460 (Number of Minutes Short) divided by 31,500 (Required Number of Minutes) equals 0.015 (Percentage). $112,132.92 (Apportionment) times 1.46% (Percentage) equals $ 1,637.50 (Penalty). The district requests to waive the full penalty.

The repayment amount required by law for falling to meet the 1986-1987 instructional minutes is as follows: 25.66 (Average Daily Attendance) times $4,369.95 (Budget Revenue Limit) equals $ 112,132.92 (Apportionment). 4,960 (Number of Minutes Short) divided by 36,000 (Required Number of Minutes) equals 0.138 (Percentage). $112,132.92 (Apportionment) times 13.78% (Percentage) equals $ 15,449.42 (Penalty). The district requests to waive the full penalty.

The full repayment amount as required by law is $17,086.92.

BACKGROUND INFORMATION

Action Item: Some documentation is available for web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

Attachments:

- Specific Waiver Request (2 pages)
- Janesville Union SD Summary of Findings and Recommendations (1 page)

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

☒ **Specific Waiver**

SUBJECT	
Request by **West Fresno Elementary School District** (West Fresno ESD) to waive *Education Code (EC)* Section 46202(b), the longer day incentive program audit penalty for offering less time in the 2002-2003 fiscal year than what the district offered in 1982-1983, as well as less than the state minimum set in 1986-87, in kindergarten at West Fresno Elementary School (shortfall of 8,920 minutes). Waiver Number: 15-12-2004	☒ **Action** ☐ **Consent**

RECOMMENDATION

☐ Approval ☒ Approval with conditions ☐ Denial

That the district maintain increased instructional time at West Fresno Elementary School in grades one through six at 63,060 minutes, and report the increase in its yearly audits. With this schedule the affected students will be provided with 17,833 additional minutes over the next two years. All grades, first through fifth, will be provided with excess minutes over the minimum of 5,173 to 12,660 each year for those two years (see Attachment A).

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

EC Section 46206 authorizes waivers to be granted for fiscal penalties because of a shortfall in instructional time. This section of the *Education Code* is very prescriptive and states that a waiver may only be granted upon the condition that the school or schools in which the minutes, days, or both, were lost, maintain minutes and days of instruction equal to those lost in addition to the amount for twice the number of years that it failed to maintain the required minimum length of time for the instructional school year, minimum number of instructional days for the school year.

West Fresno ESD is currently under state administration due to fiscal insolvency. The California Department of Education (CDE) assumed responsibility for the district in March of 2003 and appointed William R. Griffin as the State Administrator.

SUMMARY OF KEY ISSUES

West Fresno ESD requests a waiver of *EC* Section 46202(b), the longer day instructional time penalty audit finding, for falling below both the state minimum of 36,000 instructional minutes for kindergarten classes, established in 1986-87, as well as the 1982-83 required instructional minutes for that school of 43,120. In the 2001-02 school year, West Fresno Elementary School only offered only 34,200 minutes in kindergarten.

This was caused by an administrator moving from full-day kindergarten classes to half-

day kindergarten classes because of increasing enrollment without checking the state law on required instructional time. This resulted in a shortage of 8,920 minutes, which adds up to a fiscal penalty of $101,092.68.

This schedule continued into 2003-04, to be terminated by the incoming state administrator, William R. Griffin, in the middle of that school year. There will be a forthcoming audit finding for 2003-04, but the shortfall of minutes in that year is less than half of the 2002-03 finding. In addition, with the proposed schedule to win approval of the 2002-03 fiscal year waiver, the district will begin making up the time needed for both years of audit findings, thereby making up the extra minutes back to the affected students even earlier than required by statute.

For the 2002-03 year audit finding, the required make up (an average of 49 minutes per day) is difficult as the affected students will be in third grade in the 2005-06 makeup year, and in 2006-07 will move to fourth grade where a higher minimum level is required. Overall, the school will now be providing more time to all students than either the 1982-83 or the 1986-87 minimum requirements (see Attachment A).

In addition to the fiscal crisis, this is a small school district (less than 1,500 ADA) with only one elementary school and a middle school. It is located in a farming community, with 98% socioeconomically disadvantaged students and 46% English language learners. Although ranked “1” on a statewide basis, the elementary school grew 73 Academic Performance Index points last year. Meals are provided to all students, as is home-to-school bussing. Therefore, the entire instructional schedules were similarly lengthened for all levels of students. This was done by decreasing from 45 minimum days to only 22, and by lengthening every regular school day.

In requesting this waiver, the district agrees to provide the additional minutes as shown in the chart as indicated (see Attachment A). In addition to this time, the district also has an extended day program, before and after school, which provides additional support to these needy pupils.

Therefore, the department recommends approval with the condition that the district maintain increased instructional time at West Fresno Elementary School in grades one through six at 63,060 minutes, and report the increase in its yearly audits. With this schedule the affected students will be provided with 17, 833 additional minutes over the next two years. All grades, first through fifth, will be provided with excess minutes over the minimum of 5,173 to 12,660 each year for those two years.

Authority for the Waiver: 46206

Period of request: July 1, 2002 to June 30, 2003

Local board approval date(s): December 14, 2004

Bargaining unit(s) consulted on date(s): April 19, 2005

Name of bargaining unit(s)/representative(s): West Fresno Teachers’

Association, Gladys Deniz

Position of bargaining unit(s) (choose only one):

☐ Neutral ☒ Support ☐ Oppose

Comments (if appropriate):

FISCAL ANALYSIS (AS APPROPRIATE)

The repayment amount required by law for falling to meet the 1982-1983 instructional minutes is as follows: 104.36 (Average Daily Attendance) times $4,682.72 (Budget Revenue Limit) equals $488,688.66 (Apportionment). 8,920 (Number of Minutes Short) divided by 43,120 (Required Number of Minutes) equals 20.69 (Percentage). $488,688.66 (Apportionment) times 20.69% (Percentage) equals $101,092.68 (Penalty). The district requests to waive the full penalty.

BACKGROUND INFORMATION

Action Item: Some documentation is available for web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

Attachments:

- Attachment A – Proposed Make Up of Minutes for Two Years (1 page)
- Specific Waiver Request (2 pages)
- Copy of Audit Finding (2 pages)
- Copy of Schedule of Instructional Time Year Ended June 30, 2003 (1 page)
- 2005-2006 West Fresno ESD Class Schedule (1 page)
- West Fresno ESD Proposed Instructional Minutes – 2005-2006 (1 page)

ATTACHMENT A
West Fresno Instructional Time Penalty for the 2002-03 fiscal year:
Proposed Waiver Makeup of Two Times the Minutes lost (17,840) to Affected Students in Two Years

School Year	Affected Students (grade level)	1986-87 required minimum minutes	1982-83 minutes provided	2002-03 minutes provided (Audit)	Net gain or loss	Must Provide For Waiver	**Minutes for waiver Proposed 2005-06**	Additional minutes to be
2002-03	Kindergarten	36,000	**43,120***	34,200	(8,920)		43,860	+ 740
2003-04	First	**50,400***	45,847	51,750			63,060	+ 12,660
2004-05	Second	**50,400***	45,847	51,750			63,060	+ 12,660
****2005-06**	**Third ** (K in 02-03)**	**50,400***	45,847	51,750	+8,920	**59,320**	**63,060**	**ADD + 12,660*** to minimum**
****2006-07**	**Fourth ** (K in 02-03)**	54,000	**57,887***	61,350	+8,920	**66,007**	**63,060**	**ADD + 5,173*** to minimum**
2007-08	Fifth	54,000	**57,887***	61,350			63,060	+ 5,173

* Annual Minimum Minutes for West Fresno ESD (greater of 1982-83, as provided or 1986-87, as set)

** Affected students that must be given additional minutes, and in what years

*** Normal two year make up is two years @ 8,920 = 17,840
District would like to make up for the affected students 12,660 (3rd grade) then 5,173 (4th grade) = 17,833

Entire schedule will be offered to all students, and verified by the annual auditor for two years: 2005-06 and 2006-07

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

☒ **General Waiver**

SUBJECT	
Request by **Liberty Union High School District** (LUHSD) to waive *Education Code* (*EC*) Section 52084(a), the Ninth Grade Class Size Reduction Program (Morgan-Hart), to receive funding for a full year, double period of "Intensified Algebra" for targeted low-performing students, and English (three courses total). Waiver Number: 7-4-2005	☒ **Action** ☐ **Consent**

RECOMMENDATION

☐ **Approval** ☒ **Approval with conditions** ☐ **Denial**

Approval with the following conditions: the total funding to the district will not exceed two times the grade nine enrollment of the district; all classes will be held to the 20:1 ratio average (with no more than 22 pupils in any one class).

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) has discussed issues of Morgan-Hart Class Size Reduction previously. Waivers to increase the number of courses for the lowest performing students have been approved by the SBE as long as the total funding to the district does not exceed two times the grade nine enrollment of the district, and the district maintains the 20:1 ratio, with no more than 22 pupils in any participating class.

SUMMARY OF KEY ISSUES

LUHSD is requesting a waiver to offer reduced class size in three courses in 2005-06: Algebra 1 for two class periods for a full year and the required English course. The LUHSD wants to provide a two period "Intensified Algebra" course to selected ninth grade students. This intensive course, equivalent to Algebra 1a and 1b, will meet the Algebra graduation requirements and prepare students for the California High School Exit Exam.

The Morgan-Hart Class Size Reduction Act states in *EC* Section 52084(a) that the grade nine course or the two grade nine courses included in the program count toward completion of the graduation requirements established in subparagraph (A), (B), (C), or (D) of paragraph (1) of subdivision (a) of *EC* Section 51225.3; provided, that one of the courses included in the program shall be English.

CDE recommends that this waiver be approved for the 2005-06 school year upon the conditions that total funding to the district will not exceed two times the grade nine enrollment of the district, and all classes will be held to the 20:1 ratio average (with no more than 22 in any one class).

Authority for Waiver: *EC* Section 33050

Period of request: August 1, 2005, to June 8, 2006

Local board approval date(s): March 9, 2005

Public hearing held on date(s): March 9, 2005

Bargaining unit(s) consulted on date(s): February 9, 2005, February 15, 2005, March 1, 2005, and March 4, 2005

Name of bargaining unit/representative(s) consulted: Liberty Education Association, Aaron Simon, President

Position of bargaining unit(s) (choose only one):
☒ Neutral ☐ Support ☐ Oppose
Comments (if appropriate):

Public hearing advertised by (choose one or more):
☐ posting in a newspaper ☒ posting at each school ☒ other (specify) District Administration Building, Oakley Public Library, Brentwood Public Library

Advisory committee(s) consulted: Liberty High School Advisory Council, and Freedom High School Advisory Council

Objections raised (choose one): ☐ None ☒ Objections are as follows: The Liberty High School Advisory Council does not disagree with the need for 20:1 staffing for the intervention classes, but is reluctant to forgo the 20:1 staffing ratio in the Algebra I classes because of the possibly negative effect this might have on the existing program.

Date(s) consulted: February 17, 2005, and March 3, 2005, respectively

FISCAL ANALYSIS (AS APPROPRIATE)

Whether this waiver would have any fiscal impact is speculative. It depends upon what the district would do in the absence of the waiver. With the proposed condition limiting claims to two times the 9th grade enrollment in the participating schools, it is reasonable to conclude that any fiscal impact would be minor (if any).

BACKGROUND INFORMATION

Action Item: Some documentation is available for Web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or SBE Office.

Attachments:

- General Waiver Request (3 pages)

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

☒ **Petition Waiver**

SUBJECT	
Petition request under *Education Code (EC)* Section 60421(d) and 60200(g) by **East Whittier City Elementary School District** to purchase specified non adopted instructional materials (*Everyday Mathematics,* Grades K-5, c.2001 and c.2002) using Instructional Materials Funding Realignment Program (IMFRP) monies. Waiver Number: 17-2-2005	☒ **Action** ☐ **Consent**

RECOMMENDATION

☐ Approval ☒ Approval with conditions ☐ Denial

Approval from July 1, 2005, through June 30, 2007, with the condition that the district supplement *Everyday Mathematics,* Grades 4-5, as necessary for coverage of all mathematics content standards.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Since 2001, four IMF petitions, twelve Schiff-Bustamante waiver requests, and twelve IMFRP petitions have been submitted to the State Board of Education (SBE) for the *Everyday Mathematics* program. Waivers for non-adopted mathematics programs were specifically addressed by the SBE's Schiff-Bustamante Waiver Policy (#99-06), but no specific policies have been adopted regarding IMFRP petitions. Twenty-seven of the twenty-eight prior waiver/petition requests were approved by the SBE, most with the condition that districts supplement the *Everyday Mathematics* program to ensure that all mathematics content standards are met.

This is the district's third request for a waiver/petition for *Everyday Mathematics.* The district applied for a Schiff-Bustamante waiver for this same program and was granted it by the SBE in June 2001. The district later applied for an IMF petition and was granted it in September 2002. That latter request expired on May 30, 2004.

SUMMARY OF KEY ISSUES

While no SBE policy currently exists for petitions under the IMFRP, statutory language within the IMFRP, specifically *EC* Section 60421(d), authorizes the SBE to grant waivers for the purchase of nonadopted materials with IMFRP funds.

Following earlier petition requests to purchase the *Everyday Mathematics* program using Instructional Materials Fund funds, the SBE asked a member of the Curriculum Commission to review the 2002 edition of the *Everyday Mathematics* program for grades 4-6. The resulting report to the SBE cited numerous areas where mathematics content standards were not sufficiently addressed, particularly at the

grade 4 level. In keeping with the report, the SBE has acted to approve these types of petition requests with the condition that the districts demonstrate supplemental coverage of these standards.

East Whittier's API results are average, with its ten elementary schools ranging from decile 2 to decile 9 in the 2003 API Base rankings. The district has provided assessment data that indicates performance in mathematics at or near the state average. The 2004 Mathematics CST results for the district on the percentage of students scoring at Basic or higher is compared to the state average, below.

2004 East Whitter California Standards Test (CST) Scores for Mathematics
Percent that Scored at Basic or Above

Grade	All Students		Economically Disadvantaged Students	
	District	Statewide	District	Statewide
2	79	76	69	67
3	79	73	73	65
4	74	73	60	63
5	57	65	58	54

Complete assessment data was provided in an attachment to the district's request and is available for review in the Wai4er Office.

The California Department of Education recommends approval of this third consecutive petition request, to allow the District to buy replacement materials until the new mathematics adoption in 2007.

Authority for Petition: *Education Code* Section 60421(d) and 60200(g)

Period of request: July 1, 2005, through June 30, 2007.

Local board approval date(s): February 15, 2005

Public hearing held on date(s): February 15, 2005

Public hearing advertised by (choose one or more):
☐ posting in a newspaper ☒ posting at each school ☒ other (specify)
District office, post office, and library.

FISCAL ANALYSIS (AS APPROPRIATE)

Annual estimated district expenditures for the *Everyday Mathematics* program, K-5: **$85,000** (purchase list attached).

District's K-5 IMFRP for 2004-05: **$150,197** (request represents 57 percent of total IMFRP funding).

BACKGROUND INFORMATION

Action Item: Some documentation is available for Web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

Attachments:

- Petition Request (12 pages)
- API Growth Chart 1999-2004 (1 page)
- API Growth Chart 2002-2004 (1 page)
- API Data Summary (1 page)

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

☒ **General Waiver**

SUBJECT	
Request by **San Diego City Unified School District** to waive portions of *Education Code (EC)* sections 45127 and 45128, to allow the school police officer dispatchers to work 12 hour day shifts three days per week and work an 8 hour day every other week to constitute eighty hours in a two week period, without requiring overtime pay. Waiver Number: 5-3-2005	☒ **Action** ☐ **Consent**

RECOMMENDATION

☐ **Approval** ☒ **Approval with conditions** ☐ **Denial**
That overtime will be paid for any time over 80 hours in two weeks.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

This type of waiver has never before been requested of the State Board of Education.

SUMMARY OF KEY ISSUES

EC Sections 45127 and 54128 set limits of an eight-hour day without paying for overtime for any school employee. An exemption is allowed for security officers, but the exemption requires overtime to be paid for any hours over 40 in one week.

San Diego police dispatchers have agreed through collective bargaining to a shift of 80 hours in a total of two weeks. Dispatchers work three 12 hour days in each week, as and on alternate weeks work an additional eight-hour shift, bringing the total to 80 hours each two weeks

This waiver was submitted through the appropriate approval of the San Diego City Unified School District School Board. After discussion with District legal counsel, CDE staff is assured that District, Board, and union representation agree on this request.

Approving the waiver does not appear to jeopardize either personal or pupil protections, nor create any of the other reasons for denial of a general waiver pursuant to EC 33051(a). Therefore CDE recommends approval of this waiver.

Authority for Waiver: *Education Code (EC)* Section 33050

Period of request: May 2005 to May 2007

Local board approval date(s): February 22, 2005

Public hearing held on date(s): Notice posted at each of the 199 school sites, on District web site, and in the lobby of the District Human Resources Department.

Bargaining unit(s) consulted on date(s): July 27, 2004

Name of bargaining unit/representative(s) consulted: San Diego City Schools Peace Officers Association; Jesus Montana, President

Position of bargaining unit(s) (choose only one):
☐ Neutral ☒ Support ☐ Oppose
Comments (if appropriate):
Public hearing advertised by (choose one or more):
☐ posting in a newspaper ☒ posting at each school ☐ other (specify)

Advisory committee(s) consulted: Not applicable. This Waiver does not impact school site councils.

Objections raised (choose one): ☒ None ☐ Objections are as follows:

Date(s) consulted: Not applicable

FISCAL ANALYSIS (AS APPROPRIATE)

There appears to be no fiscal impact on either state or local finances. Personnel will continue to work eighty hours in a two-week period.

BACKGROUND INFORMATION

Action Item: Some documentation is available for web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

Attachments:

- General Waiver Request (3 pages)

ITEM #W-22

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

☒ **Federal Waiver**

SUBJECT	
Request by **Salida Union Elementary School District** (UESD) to waive No Child Left Behind Act (NCLB), Title IV, Part A, Section 4115 (a)(1)(c) to use Safe and Drug Free Schools and Communities funds to support the cost of Take Charge of Your Life DARE America, in the seventh grade only. Waiver Number: Fed–30-2004	☒ **Action** ☐ **Consent**

RECOMMENDATION

☐ Approval ☐ Approval with conditions ☒ Denial

This waiver application is recommended for denial because the district has proposed implementing the program without fidelity to the program implementation and evaluation design.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) has previously approved waivers for two unified school districts (Clovis Unified School District and Los Angeles Unified School District) to implement *Take Charge of Your Life* with fidelity, in both grades seven and nine, as designed and subject to evaluation. Salida UESD has proposed implementing the *Take Charge of Your Life* program only in grade seven.

Students transfer out of the district for high school, so Salida UESD has no grade nine students (See e-mail from district attached to their waiver request.)

SUMMARY OF KEY ISSUES

SBE Policy 03-01 requires a program or activity supported with Safe and Drug Free School and Communities (SDFSC) funds to meet the principles of effectiveness. Attachment A of the policy lists those programs that provide scientific evidence that the program reduces violence or illegal drug use as required by Title IV, Part A, Section 4115. Attachment B of the policy lists those programs that show promise that the program reduces violence or illegal drug use as required by Title IV, Part A, Section 4115. The *Take Charge of Your Life* program is not listed on Attachment A or B.

The waiver application from the Salida UESD regarding the *Take Charge of Your Life,* a seventh and ninth grade curriculum, has been reviewed to ensure compliance with the three major criteria described in SBE Policy 03-01 that must be met in order for the waiver to be approved by the SBE. The waiver application's success in meeting each of the three criteria is described as follows:

1. Is the program innovative?
The *Take Charge of Your Life* curriculum was specifically developed to be delivered by law enforcement officers as the new Drug Abuse Resistance Education (DARE) program for middle and high school. It was created within the last two years by the Institute for Health and Social Policy, University of Akron and can be considered a new program. Previous evaluations of the former DARE program consistently found that there was little or no evidence that DARE had any impact on behavior and could not be considered an effective program. As a result, the publisher (DARE America) has been dedicated to developing completely new curricula. A grant from the Robert Woods Johnson Foundation is supporting a five-year, multi-site clinical study of the *Take Charge of Your Life* curriculum. There are 14 California school districts taking part in the national study. The Salida UESD is not one of the sites taking part in the study.

The DARE program claims to be the nation's most widely implemented prevention program as a result of using a highly developed network of training centers and law enforcement officers to deliver classroom lessons. The use of law enforcement officers to implement the program is the most unique aspect of the *Take Charge of Your Life* curriculum. However, the use of law enforcement officers in this regard has been a consistent and defining aspect of the DARE program for the last 19 years.

The *Take Charge of Your Life* curriculum draws on research about important prevention variables related to normative beliefs, personal attitudes, problem solving and resistance skills, consequences, peer influences, and media in affecting normative beliefs. The program design and content is now consistent with many other already available social-influences prevention curriculums. The *Take Charge of Your Life* curriculum is innovative relative to other available science-based prevention programs primarily because of its advantage for being implemented by a large number of school districts and its support from the law enforcement community.

The *Take Charge of Your Life* curriculum when implemented in both grades seven and nine meets the Board's criteria for being innovative. However, the Board's criteria require that programs be implemented with fidelity. To meet this criterion, Salida UESD would need to provide the curriculum to both seventh and ninth grade students. Salida would only provide the curriculum to seventh grade students. Salida UESD does not serve students in the ninth grade. The school districts serving ninth grade students coming from Salida will not offer *Take Charge of Your Life*. When the *Take Charge of Your Life* program is implemented in only seventh grade, it is not an innovative program and does not meet the Board's criteria.

2. Does the program demonstrate substantial likelihood of success?
The University of Akron's Institute for Health and Social Policy incorporated the most up-to-date evidence and research-based strategies for drug use prevention programming into the new *Take Charge of Your Life* curriculum. There are 10 lessons presented in middle school to be reinforced with a set of booster lessons in the ninth grade. Prevention research supports the importance of using a booster component to reinforce middle school prevention curriculum.

The University of Akron conducted a feasibility study to assess the readiness of the core components of *Take Charge of Your Life* in preparation for the full implementation of the

national study. The evaluator reports the program has robust results for increasing student refusal skills, decreasing student perception of peer drug use, and decreasing perception of substance use acceptance. These claims support a conclusion that the *Take Charge of Your Life* curriculum demonstrates the likelihood of success when implemented in both seventh and ninth grades. When the *Take Charge of Your Life* program is implemented in only seventh grade, as proposed by Salida, it does not meet the Board's criteria.

3. Is there a plan and timeline for submitting the program for review and recognition?
This condition requires that the program be evaluated and the outcomes of the evaluation be reviewed by one of the nationwide research groups identified in Policy 03-01. This waiver request does not meet these criteria, because the publisher and developer of the program are supporting a study by the University of Akron that will determine the effectiveness of the program when used in both seventh and ninth grades. The outcomes of that evaluation will be submitted via the National Registry of Effective Programs to the Center for Substance Abuse Prevention (CSAP) for possible designation as a Model Program. This evaluation will not be able to show if implementing the program in only seventh grade, without the ninth grade booster lessons is effective or not. Salida UESD has proposed using the *Take Charge of Your Life* program inconsistent with how the program is being evaluated and does not meet the Board's criteria in this regard.

Summary
The Department recommends that this waiver be denied, as it does not meet the three criteria in the SBE policy, and the students would not gain benefit from only being given half of a program. The Modesto City High School District that is accepting Salida's seventh graders has refused to offer the Take Charge of Your Life curriculum. The elementary school's decision makes it impossible to Salida's students to participate in the whole Take Charge of Your Life program.

The program's evaluator, Dr. Zili Sloboda, Sc.D., University of Akron, has stated that the program's evaluation is designed to determine the benefit of the combined impact of the two components. It will be impossible for the CDE or Salida UESD to ever know if providing students with only the seventh grade component is effective.

The Salida UESD has the option to implement any one of 35 other proven effective prevention programs that can be fully implemented in K-8 settings without a waiver.

Authority for Waiver: NCLB, Title IV, Part A, Section 4115(a)(3)

Period of request: July 1, 2004 to June 30, 2006

Local board approval date(s): October 19, 2004

FISCAL ANALYSIS (AS APPROPRIATE)

Waiver denial will increase the amount of NCLB, Title IV, Part A funds available to support science-based and proven-effective alcohol, tobacco, and other drug and

violence prevention programs consistent with the local educational agency's (LEAs) approved LEA Plan.

BACKGROUND INFORMATION

Action Item: Some documentation is available for Web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

Attachments:

- Federal Waiver Request (8 pages)

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

☒ **General Waiver**

SUBJECT	
Request by **San Jose Unified School District** (SJUSD) to waive portions of California *Education Code* (*EC*) sections 17465, 17466, 17469, 17471, 17472, 17473, and 17475, specific provisions for Sale/Lease of Surplus Property. Approval of the waiver would speed the process faster than allowed by statute; emphasize the proposed usage for the property in the selection rather than the "highest bid"; and eliminate the "oral bid" process. The three district properties for which the waiver is requested are the former Steinbeck Middle School site, the former Cory Elementary School site, and the former Randol Elementary School site. Waiver Number: 30-3-2005	☒ **Action** ☐ **Consent**

RECOMMENDATION

☒ **Approval** ☐ **Approval with conditions** ☐ **Denial**

The district shall be granted the waiver for disposition of the three sites listed only on the condition that the district will:

1) enforce a shorter time line of 30 days rather than the statutory 60 days for purposes of the notice requirements in *EC* 17465 (c), (d)(2), (e) and (g);
2) enforce a shorter time line of two weeks rather than three weeks for the public meeting to open sealed bids, and to allow the resolution describing the property sale or lease to be based on specific terms described by the school board, rather than a minimum price or rental fee as described in *EC* 17466;
3) enforce a shorter time line for public notice to 10 days, instead of 15 days, and two weeks, instead of three weeks, for newspaper notice in *EC* 17469;
4) be allowed to forgo the public notice requirements when leasing property for less than $2000 a month rather than the $50 a month limit in *EC* 17471;
5) evaluate bids between normal board meetings (14 days) rather than the statutory 10 days required by *EC* 17475, so special meetings do not have to be called for final decisions on sales/leases and due diligence in regard to the offers may be completed;
6) be granted the waiver to apply to the sale or lease only of the three properties above, for two years less one day, so that *EC* 33051(c) will not apply.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

At its September 2004 meeting, the State Board of Education (SBE) approved an identical sale and lease waiver request by the SJUSD for three other pieces of property. At its March 2005 meeting, the SBE approved a sale and lease waiver request for the Santa Barbara High School District.

SUMMARY OF KEY ISSUES

Under the provisions of *EC* sections 33050-33053, the SJUSD requests that specific portions of the *EC* sections relating to the sale and disposition of district property be waived in order to maximize community support by involving them in the assessing the best tenant for the property and allow the district and the community flexibility to consider community service, and not just revenue, as criteria for bid selection. In all cases, bidding would remain competitive and open to the public. Additionally, the District wishes to accelerate the process for accepting bids on district property in order to maximize flexibility to negotiate contracts in an ever-softening real estate market and in order to complete negotiations quickly so as to minimize disruptions associated with rearranging facility usage during the school year. As one end to this goal, oral bids will not be accepted since this last-minute bidding method can negate the thoughtful, written bids previously and cause further delay. To do so, waivers and/or amendments of specific portions of the *EC* are hereby requested. The specific portions of relevant *EC* sections to be waived or amended follow:

Section 17455. The governing board of any school district may sell any real property belonging to the school district or may lease for a term not exceeding 99 years, any real property, together with any personal property located thereon, belonging to the school district which is not or will not be needed by the district for school classroom buildings at the time of delivery of title or possession. The sale or lease may be made without first taking a vote of the electors of the district, ~~and shall be made in the manner provided by this article.~~

Section 17465(c). Upon adoption of the resolution, the governing board shall notify, in writing, other districts or the county office, as specified in subdivision (b), of its intent to lease vacant classrooms. The notice shall describe the vacant classrooms, shall specify that the lease shall not exceed 99 years and that the lease payment and other terms of the lease are subject to negotiation, and shall sate that the offer to lease is valid for no more than ~~60~~ 30 days after receipt thereof.

Section 17465(d)(2). Expiration of the ~~60-day~~ 30-day period prescribed by subdivision (c).

Section 17465(e). An entity desiring to lease the vacant classroom shall, within ~~60~~30 days from receipt of the notification, inform the governing board, in writing, of its intent to lease or not to lease the classroom.

Section 17465(g). If the governing board and the entity desiring to lease the classroom are unable to complete negotiations for the lease and arrive at a mutually satisfactory lease within the same ~~60-day~~ 30-day period that the entity has to inform the governing board of its intent to lease or not lease, the governing board may lease the classroom in accordance with the provisions of this article.

Section 17466. Before ordering the sale or lease of any property the governing board, in a regular open meeting, by a two-thirds vote of all its members, shall adopt a resolution, declaring its intention to sell or lease the property, as the case may be. The

resolution shall describe the property proposed to be sold or leased in such a manner as to identify it and shall specify the ~~minimum price or rental and the~~ terms upon which it will be sold or leased and the commission, or rate thereof, if any, which the board will pay to a licensed real estate broker out of the minimum price or rental. The resolution shall fix a time not less than ~~three~~ two weeks thereafter for a public meeting of the governing board to be held at its regular place of meeting, at which sealed proposals to purchase or lease will be received and considered.

Section 17469. Notice of the adoption of the resolution and of the time and place of holding the meeting shall be given by posting copies of the resolution signed by the board or by a majority thereof in three public places in the district, not less than ~~15~~10 days before the date of the meeting, and by publishing the notice not less than once a week for ~~three~~ two successive weeks before the meeting in a newspaper of general circulation published in the county in which the district or any part of the district is situated, if any such newspaper is published therein.

Section 17471. Whenever it is proposed to lease real property and the governing board unanimously determines in the resolution that in its opinion, the monthly rental value of the property does not exceed the sum of ~~fifty dollars ($50)~~, two thousand dollars ($2000) , the resolution need not be posted and may, before the date of the meeting, be published in two successive issues of a weekly newspaper or in five successive issues of a daily newspaper. The newspaper in which the notice is published shall be….

Section 17472. At the time and place fixed in the resolution for the meeting of the governing body, all sealed proposals which have been received shall, in a public session, be opened, examined, and declared by the board. Of the proposals submitted which conform to all terms and conditions specified in the resolution of intention to sell or to lease and which are made by reasonable bidders, ~~the proposal which is the highest , after deducting~~ a proposal after deducting there from the commission, if any, to be paid to a licensed real estate broker in connection therewith, shall be finally accepted, unless a higher oral bid is accepted or the board rejects all bids.

Section 17473. entire section (regarding oral bids) to be waived

Section 17475. The final acceptance by the governing body may be made either at the same session or at any adjourned session of the same meeting ~~held within the10 days next following.~~

Authority for Waiver: *EC* Section 33050

Period of request: May 2005 through May 2007

Local board approval date(s): March 10, 2005

Public hearing held on date(s): February 17, 2005

Bargaining unit(s) consulted on date(s): February 11, 2005

Name of bargaining unit/representative(s) consulted: CSEA- Robin Hill; SJTA-Gerie Bledsoe; AFSCME- Joseph De La Fuarte; Building Trades Council – Neal Struthers; U.A. Local 393 – Rudy Carrasco

Position of bargaining unit(s) (choose only one):
☐ Neutral ☒ Support ☐ Oppose
Comments (if appropriate):

Public hearing advertised by (choose one or more):
☒ posting in a newspaper ☐ posting at each school ☐ other (specify)

Advisory committee(s) consulted: 7-11 Advisory Committee

Objections raised (choose one): ☒ None ☐ Objections are as follows:

Date(s) consulted: March 7, 2005

FISCAL ANALYSIS (AS APPROPRIATE)

The flexibility in property disposition requested herein will allow the District to maximize revenue flow as it adjusts to the exigencies of declining enrollment.

BACKGROUND INFORMATION

Action Item: Some documentation is available for web viewing. Waiver forms and other hard copy documents are available for viewing at the Waive Office or State Board Office.

Attachments:

- General Waiver Request (3 pages)
- Supplemental Information (7 pages)

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

☒ **Specific Waiver**

SUBJECT	
Request by various School Districts to waive *Education Code* (EC) Section 49550, the State Meal Mandate during the Summer School Session. Waiver Number: Various (See Table on Page 2 of 2) Note: More districts may be added by Last Minute Memorandum	☒ **Action** ☐ **Consent**

RECOMMENDATION

☐ Approval ☒ Approval with conditions ☐ Denial

The district must offer meals to all students participating in the "Extended School Year" Special Education program that operates during the summer months.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Waivers fully meeting the statutory criteria usually go to the State Board of Education consent calendar. These waivers have special conditions.

SUMMARY OF KEY ISSUES

EC Section 49550 states that each needy child who attends a public school be provided one nutritionally adequate free or reduced-price meal every school day.

EC 49548 allows a waiver of *EC* Section 49550 during summer school if the district seeking the waiver meets *at least two* of the following four criteria:

1) The summer school session is less than four hours duration and is completed by noon, allowing pupils to go home during the lunch period.
2) Less than 10 percent of needy pupils attending the summer school session are at the schoolsite for more than three hours per day.
3) A summer Food Service Program for Children site is available within the school attendance area.
4) Serving meals during the summer school session would result in a financial loss to the school district, documented by the 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 costs.

The School Districts listed below meet two or more of the above criteria. CDE recommends approval of their waiver for regular summer school students; however, approval is only on the condition that the districts continue to provide meals to students in the "Extended School Year" Special Education Program because this is not legally classified as a summer school. *EC* 49548 only permits waivers of meals during summer school sessions. Districts have agreed to this condition and have made plans to provide

meals to all students enrolled in the Extended School Year program.

Authority for the Waiver: *EC* Section 49548

Period of request: See table below

Local board approval date(s): See table below

Bargaining unit(s) consulted on date(s): Not required for summer meal waivers.

Name of bargaining unit(s)/representative(s): Not required for summer meal waivers.

Position of bargaining unit(s) (choose only one): Not required for summer meal waivers.

☐ Neutral ☐ Support ☐ Oppose

Comments: The districts listed below have requested a waiver of *EC* Section 49550 for the summer of 2005, and have certified their compliance with at least two of the criteria necessary to obtain a waiver.

Waiver Number	District Name	Effective Period of Request(s)	Local Board Approval	Criteria Being Met
4-4-2005	**Shaffer Union SD**	06/08/05 to 06/29/05	04/19/05	1 & 2 3 hr
53-3-2005	**Rincon Valley Union SD**	06/20/05 to 07/15/05	03/01/05	1 & 2 3 hr
18-2-2005	**Stanislaus Union SD**	06/20/05 to 07/29/05	02/22/05	1, 2, & 3 3 hr
52-3-2005	**Millbrae SD**	06/27/05 to 07/27/05	03/14/05	1, 2, & 4 3 hr
29-3-2005	**Ojai USD**	06/22/05 to 08/03/05	03/15/05	1, 2, & 4 3 hr
12-3-2005	**Temple City USD**	06/29/05 to 08/05/05	03/23/05	1& 4 3 hr 55 min
9-4-2005	**Carmel USD**	06/28/05 to 07/22/05	04/11/05	1 & 4 3 hr 30 min
13-4-2005	**Cotati-Rohnert Park USD**	06/20/05 to 07/15/05	05/10/05	3 & 4 4 hr 20 min

26-3-2005	**Placerville Union SD**	06/03/05 to 07/01/05	03/16/05	1 & 4 3 hr 55 min

FISCAL ANALYSIS (AS APPROPRIATE)

Approval of the waiver may reduce the draw on Proposition 98 funds at the State level. Local district finances may be affected

BACKGROUND INFORMATION

Action Item: Some documentation is available for web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: May 10, 2005

TO: MEMBERS, STATE BOARD OF EDUCATION

FROM: Judy Pinegar, Education Administrator
Waier Office

RE: Item No. W-24

SUBJECT: Request by various school districts to waive *Education Code (EC)* Section 49550, the State Meal Mandate during Summer School Session.

Listed below is one additional district that is to be added to Item number W-24.

Waiver Number	District Name	Effective Period of Request(s)	Local Board Approval	Criteria Being Met
28-4-2005	**Mupu Elementary SD**	07/05/05 To 07/29/05	04/27/05	1 & 2 3 hr

Recommended for approval with conditions:

The district must offer meals to all students participating in the “Extended School Year” Special Education program that operates during the summer months.

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

☒ **Specific Waiver**

SUBJECT	
Request by various School Districts to waive *Education Code* (EC) Section 49550, the State Meal Mandate during the Summer School Session. Note: More districts may be added by Last Minute Memorandum	☒ **Action** ☐ **Consent**

RECOMMENDATION

☐ Approval ☐ Approval with conditions ☐ Denial
Recommendation(s) Pending

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Waivers of this type are very common.

SUMMARY OF KEY ISSUES

EC Section 49550 states that each needy child who attends a public school be provided one nutritionally adequate free or reduced-price meal every school day.

EC 49548 allows a waiver of *EC* Section 49550 during summer school if the district seeking the waiver meets *at least two* of the following four criteria:

1) The summer school session is less than four hours duration and is completed by noon, allowing pupils to go home during the lunch period.
2) Less than 10 percent of needy pupils attending the summer school session are at the schoolsite for more than three hours per day.
3) A summer Food Service Program for Children site is available within the school attendance area.
4) Serving meals during the summer school session would result in a financial loss to the school district, documented by the 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 costs.

Authority for the Waiver: *EC* Section 49548

Attachments:

- Will be in Last Minute Memorandum

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

☒ **Specific Waiver**

SUBJECT	
Request by **San Diego City Unified School District** under the waiver authority of *Education Code (EC)* Section 56101, "the single child waiver" to waive *EC* 56366.1(a), the certification for a non-certified nonpublic residential school, Judge Rotenburg Center located in Canton, Massachusetts to allow one special education student (number 101) to attend that school. This request is also made to waive *EC* 56520(a)(3), *California Code of Regulations (CCR),* Title 5, Section 3052(a)(5), *CCR*, Title 5, Section 3052(l), to allow the use of aversive treatments for this particular student's self-injurious behavior. The district also requests a waiver of portions of *EC* 56505(d), the "stay put" requirement for this particular student. Waiver Number: 11-1-2005 (Recommended for DENIAL)	☒ **Action** ☐ **Consent**

RECOMMENDATION

☐ Approval ☐ Approval with conditions ☒ Denial

The Individualized Education Program (IEP) for this student does not support this waiver request. An addendum to the IEP dated April 15, 2005 requests the use of aversive behavioral intervention, however no specific plan was included in this addendum for the use or discontinuation of such aversives.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) has approved many waivers to allow individual special education students to be placed at a non-certified nonpublic schools, based on a review of a checklist of requirements.

The SBE has approved three consecutive waivers for the use of an aversive devise on a special education student. These were approved in 1998, 2001 and 2003 (each was for 2 years). The "stay put" provision has never been waived.

SUMMARY OF KEY ISSUES

EC 56101 gives the SBE the legal authority to waive *EC* and *CCR*, Title 5 on behalf of an individual student, as follows:

> *EC* Section 56101: (a) Any district, special education local plan area, county office, or public education agency, as defined in Section 56500, may request the board to grant a waiver of any provision of this code or regulations adopted pursuant to that provision if the waiver is necessary or beneficial to the content and implementation of the pupil's individualized education program and does not abrogate any right provided individuals

> with exceptional needs and their parents or guardians under the Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.), or to the compliance of a district, special education local plan area, or county office with the Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), and federal regulations relating thereto.
>
> (b) The board may grant, in whole or in part, any request pursuant to subdivision (a) when the facts indicate that failure to do so would hinder implementation of the pupil's individualized education program or compliance by a district, special education local plan area, or county office with federal mandates for a free, appropriate education for children or youth with disabilities.

The San Diego City Unified School District (USD) requests a waiver of: [1] *EC* 56366.1(a); [2] *EC* 56520(a)(3), *CCR*, Title 5, Section 3052(a)(5), *CCR*, Title 5, Section 3052(l), and [3] *EC* 56505(d) [See Attachment A for full text of these sections] on behalf of student 101.

This special education student is severely handicapped resulting from mental retardation, a brain injury (a tumor removed) and atypical autism. Although a thirteen-year-old boy, he has the intelligence of a child 18 months old. He has acquired increasingly aggressive self-injurious behaviors. He hits himself multiple times daily, he pinches himself causing tissue damage, and he pulls out his hair, causing scarring to his scalp. He also hits other people, staff and students. He climbs to great heights on anything, and jumps off.

The district and the parents have attempted many different placements, including some residential schools and hospitals.

In December 2004, his parents unilaterally placed him in the Judge Rotenburg Center, a nonpublic residential school in Canton, Massachusetts. (See Attachment B, parent letter).

In accordance with federal law, on January 7, 2005, San Diego USD held an IEP team meeting where they agreed to the placement in the center. However at that time it was realized that to place the child there using California special education funds that several waivers of state law must be requested. The district prepared a waiver request follows (See Attachment A, a list of *EC* and regulation being waived for full text):

1.) A waiver of *EC* 56366.1(a), only for student 101, the required California certification for an out-of-state nonpublic school, specifically the Judge Rotenburg Center located in Canton, Massachusetts to allow only that student to attend that school.

2.) San Diego USD also requests a waiver of *EC* 56520(a)(3), *CCR,* Title 5, Section 3052(a)(5), *CCR*, Title 5, and Section 3052(l) (see Attachment A, a list of *EC* and regulation being waived) to allow the use of aversive treatments for this student's self-injurious behavior. The parents have also written a letter to this effect (See

Attachment B).

3.) San Diego USD also requests a waiver of portions of *EC* 56505(d) referred to as the "stay put requirement" (For actual language of the code section, See Attachment A.) When the parent placed their child at the Judge Rotenburg Center, they signed an agreement stating that should the situation result in a "state level hearing or judicial action" as defined in that section, the parents would then remove their child from the Judge Rotenburg Center. San Diego USD also signed such an agreement with the Judge Rotenburg Center, and has been advised by their attorney that a waiver of the requirement will be needed to allow student 101 to stay at that placement (See Attachment C the agreement between the Judge Rotenburg Center and San Diego USD).

The Department recommends that the SBE deny all three of these waiver requests for the following reasons:

1. *EC* sections 49001 and 56520(a)(3) prohibit the use of procedures to eliminate maladaptive behavior that include procedures that cause pain or trauma. The waiver seeks permission for the Judge Rotenberg Center to use skin shock to treat the student. The waiver request does not contain sufficient information to justify the use of corporal punishment to address the needs of the student and to implement his IEP. The student's current IEP, through the behavior intervention plan, does not include (authorize) the use of aversive techniques to change behavior. In fact, the IEP supports the use of a rewards system for good behavior. Consequences for inappropriate behavior include social disapproval, point/token fines and lost of access/privileges. As such the behavior intervention program proposed by the Judge Rotenberg Center is not authorized by the IEP and does not provide the child with a measurable educational benefit.

2. Some of the program interventions (mechanical or manual restraint, mild electric shocks and contingent food [the intentional withholding of food due to non-fulfillment of behavior contracts]) used by the Judge Rotenberg Center may fall under the prohibitions of Individuals with Disabilities Education Act (IDEA) which requires extensive focus on positive behavioral interventions.

3. Parents and the school district have entered into a side agreement in which they request a waiver of state law regarding the "stay put" requirement, however the underlying IDEA statute, 20 U.S.C.1415 (j), is not waivable by the SBE.

4. The Department recommends all of these waiver request be denied.

Authority for the Waiver: *EC* Section 56101

Period of request: March 10, 2005 to March 10, 2007

Local board approval date(s): January 12, 2005

FISCAL ANALYSIS (AS APPROPRIATE)

If this waiver were denied, the district would not be able to fund the placement with special education funds.

BACKGROUND INFORMATION

Action Item: Some documentation is available for web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

Attachments:

- Attachment A - List of *Education Codes* and *California Codes of Regulations*, Title 5, being request for waiver (2 pages)
- Specific Waiver Request (3 pages)
- Attachment B – Letter from student's parents (2 pages)
- Attachment C – Agreement between Judge Rotenberg Educational Center and San Diego USD (6 pages)

Attachment A - List of *Education Codes* and *California Code of Regulations (CCR),* Title 5 being requested for waiver

Waiver for San Diego – single child – under the authority of *EC* 56101
Waiver of this section will allow student (number 101) to be placed at the Judge Rottenburg Center, an uncertified, out-of-state non public school by the San Diego Unified School District

~~56366.1. (a) A nonpublic, nonsectarian school or agency that seeks certification shall file an application with the superintendent on forms provided by the department and include the following information on the application:~~
~~(1) A description of the special education and designated instruction and services provided to individuals with exceptional needs if the application is for nonpublic, nonsectarian school certification.~~
~~(2) A description of the designated instruction and services provided to individuals with exceptional needs if the application is for nonpublic, nonsectarian agency certification.~~
~~(3) A list of appropriately qualified staff, a description of the credential, license, or registration that qualifies each staff member rendering special education or designated instruction and services to do so, and copies of their credentials, licenses, or certificates of registration with the appropriate state or national organization that has established standards for the service rendered.~~
~~(4) An annual operating budget.~~
~~(5) Affidavits and assurances necessary to comply with all applicable federal, state, and local laws and regulations which include criminal record summaries required of all nonpublic school or agency personnel having contact with minor children under Section 44237.~~

Waivers of these *Regulations* and *Education Codes* will allow use of a specific aversive treatment in the Judge Rotenburg Center.

CCR, Title 5, Section 3052*….* (l) Prohibitions. No public education agency, or nonpublic school or agency serving individuals pursuant to *Education Code* Section 56365 et seq., may authorize, order, consent to, or pay for any of the following interventions, or any other interventions similar to or like the following:
~~1) Any intervention that is designed to, or likely to, cause physical pain;~~

CCR, Title 5, Section 3052 (a)(5). Designated Positive Behavioral Interventions:
~~The elimination of any maladaptive behavior does not require the use of intrusive behavioral interventions that cause pain or trauma~~

EC 56520 (a) The Legislature finds and declares all of the following:
(1) That the state has continually sought to provide an appropriate and meaningful educational program in a safe and healthy environment for all

children regardless of possible physical, mental, or emotionally disabling conditions.

(2) That teachers of children with special needs require training and guidance that provides positive ways for working successfully with children who have difficulties conforming to acceptable behavioral patterns in order to provide an environment in which learning can occur.

(3) That procedures for the elimination of maladaptive behaviors shall not include those deemed unacceptable under Section 49001 ~~or those that cause pain or trauma.~~

Waiver of this EC section, the "stay put" requirement is required by the Judge Rotenberg Center (a non public school), and parents have agreed.

~~EC 56505 (d) Pursuant to subsection (a) of Section 300.514 of Title 34 of the Code of Federal Regulations, during the pendency of the hearing proceedings, including the actual state-level hearing, or judicial proceeding regarding a due process hearing, the pupil shall remain in his or her present placement, except as provided in Section 300.526 of Title 34 of the Code of Federal Regulations, unless the public agency and the parent or guardian agree otherwise. A pupil applying for initial admission to a public school shall, with the consent of his or her parent or guardian, be placed in the public school program until all proceedings have been completed. As provided in subsection (c) of Section 300.514 of Title 34 of the Code of Federal Regulations, if the decision of a hearing officer in a due process hearing or a state review official in an administrative appeal agrees with the parent or guardian of the pupil that a change of placement is appropriate, that placement shall be treated as an agreement between the state or local agency and the parent or guardian.~~

ITEM #41

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

SUBJECT	
Program Advisory on Medication Administration pursuant to *California Code of Regulations (CCR)* Title 5*,* Article 4.1: Administering Medication to Students or Otherwise Assisting Students in the Administration of Medication During the Regular School Day.	☒ **Action** ☒ **Information** ☐ **Public Hearing**

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the attached Program Advisory for Medication Administration, which will be subject to professional editing prior to distribution.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE adopted *CCR* Title 5 regulations on "Administering Medication to Students or Otherwise Assisting Students in the Administration of Medication During the Regular School Day" pursuant to *Education Code (EC)* Section 49423.6 at its September 2003 meeting. The Secretary of State enrolled the regulations in the *CCR* in November 2003. The SBE received the Program Advisory for Medication Administration, authorized by Section 611 of the regulations, and developed in consultation with and approved by the CDE Legal Office, in its February 2005 Information packet.

At its March 2005 meeting, a SBE member asked about information for parents/guardians regarding their responsibilities related to medication administration and suggested that an example of a check list be developed that schools could use. CDE recommends that a sample check list for local educational agencies on parent responsibilities be developed following approval of this advisory and that it be posted on the CDE Web site.

SUMMARY OF KEY ISSUES

When *EC* Section 49423.6 was chaptered, a statewide committee of health professionals and educators was convened to give guidance to the CDE on the development of the medication administration regulations. The committee's work provided the outline of the chaptered regulations. However, much of the committee's work went beyond the scope of the regulatory process and now forms the basis of the non-binding guidance provided in this program advisory that is authorized by Section 611 of the regulations**.** Section 611

SUMMARY OF KEY ISSUES (cont.)

specifically authorizes CDE, with the approval of the SBE, to issue and periodically update a program advisory on medication administration. Additionally, during the public comment period and at the public hearing, the SBE received numerous comments and testimony encouraging the development of a program advisory.

Each year, a growing number of children in California schools must take medication during the school day. School nurses administer some of this medication; therefore, due to the shortage of nurses in the schools, thousands of doses of medication are administered everyday by school secretaries, clerks, teachers, administrators, and classroom assistants who have little or no health care background.

The Program Advisory on Medication Administration provides useful advice and non-binding guidance to district staff on medication administration in the schools. The intent is for the Program Advisory on Medication Administration to be placed on the CDE Web site for use by local education agencies and individuals who have responsibility for medication administration. The program advisory is a guidance document; its use is not required.

FISCAL ANALYSIS (AS APPROPRIATE)

As the Program Advisory provides only non-binding guidance, there is no additional cost imposed upon local educational agencies.

ATTACHMENT(S)

Attachment 1: Program Advisory on Medication Administration (32 Pages)

PROGRAM ADVISORY ON MEDICATION ADMINISTRATION

Related to *California Code of Regulations Title 5*, Article 4.1:
Administering Medication to Students or Otherwise Assisting Students in the Administration of Medication During the Regular School Day

Contents:

Purpose
Introduction
Laws, Regulations and Recommendations
Appendices
- Appendix A – *Education Code*
- Appendix B – *California Code of Regulations*
- Appendix C – Glossary
- Appendix D – References

Purpose

This is a program advisory issued pursuant to *Education Code (EC)* Section 33308.5, which provides nonbinding recommendations on administering medication to students and otherwise assisting students in the administration of medication. It is intended to provide recommendations to local educational agencies (LEAs) on pertinent issues that have been determined to be important but are outside the scope of regulations. LEAs are encouraged to use this information to develop and adopt local policies and procedures to enable students to receive medications safely while attending school. The content of this advisory was prepared from information provided by a medication committee that was convened by the CDE to assist with the development of the Title 5 regulations pertaining to medication administration in schools. Recommendations for policy and procedures on the administration of medication are included in the body of this advisory. Relevant sections of the *EC* and the *California Code of Regulations* (*CCR*) are included in the appendixes.

Introduction

Large numbers of students with chronic and acute illnesses, the huge array of available medications, new treatment regimens, and advanced technologies for administering medication have significantly affected our schools. Many students with special needs are able to participate in the educational system because of the effectiveness of the medication they take. Some students who need medication at school require close observation or other health interventions following the administration of medication to achieve positive outcomes and improved health status. The new treatment methods and new medication delivery technology may also require extensive training and supervision of designated school personnel performing those services.

In a highly publicized report, *To Err Is Human,* the Institute of Medicine describes causes of medication errors by licensed health care providers in clinical settings. These causes include lack of sufficient staffing; lack of correct patient identification; and misinterpretation of medication abbreviations, acronyms, and symbols on medication orders. In an informal survey of California school nurses in 2001, the nurses reported that common causes of medication errors by unlicensed designated school personnel included the increased number of medications being administered during the school day; the lack of correct student identification; the misinterpretation of medication dose; the lack of sufficient time to accurately log medication administration resulting in overdosing; and the lack of adequate training and supervision for properly administering medication.

The right of students to receive medication at school exists in the following federal laws:

- Public Law 93-112; 87 Stat. 394; 29 U.S.C. Section 794; (H.R. 8070). "Rehabilitation Act of 1973."

- Public Law 101-336; 104 Stat. 327; 42 U.S.C. sections 12101-12213; (S. 933). "Americans with Disabilities Act of 1990."

- Public Law 105-17; 111 Stat. 37; 20 U.S.C. sections 1400-1485; (H.R. 5). "Individuals with Disabilities Education Act Amendments of 1997."

EC Section 49423 provides statutory authority for providing assistance in administering medication in California schools. *EC* Section 49423 states: Notwithstanding the provisions of Section 49422, any student who is required to take, during the regular school day, medication prescribed for him by a physician, *may* be assisted by the school nurse or other designated school personnel *if* the school district receives (1) a written statement from such physician detailing the method, amount, and time schedules by which such medication is to be taken and (2) a written statement from the parent or guardian of the student indicating the desire that the school district assist the student in the matters set forth in the physician's statement. (Emphasis supplied.)

CCR *Title 5*, Division 1, Chapter 2, Subchapter 3, Article 4.1, provides clarification for implementing *EC* Section 49423. Specifically, the regulations clarify who may administer medications to students requiring medication during the regular school day, under what conditions such administration of medication may occur, and the requirements for the delivery, administration, documentation, and disposal of medication.

The following section, “Laws, Regulations, and Recommendations,” provides nonbinding guidance to LEAs on the administration of medication in California public schools.

Laws, Regulations, and Recommendations
This section provides legal and regulatory text, citations, and recommendations for the *Education Code* and *California Code of Regulations* sections cited here in an outline format to help the reader more easily find needed legal references and topic-specific, nonbinding guidance. The full legal citations may be found in the appendices.

I. Authorization From Authorized Health Care Providers

A. Relevant laws and regulations: *Education Code* (*EC*) sections 49400 and 49423; *Business and Professions Code* (*BPC*) sections 1625, 2051, 2052, 2472, 2746.51, 2836.1, 3041, and 3502.1; *California Code of Regulations* (*CCR*), *Title 5,* sections 600, 601(a), and 602
   1. The required written statement authorizing a medication to be administered in California schools shall be provided by an authorized health care provider who is licensed by the State of California to prescribe medication (*CCR, Title 5,* Section 601[a]). Authorized health care providers include the following persons:
      a. California-licensed physicians and surgeons (*BPC* Section 2051)
      b. California-licensed dentists (*BPC* Section 1625), optometrists (*BPC* Section 3041), and podiatrists (*BPC* Section 2472)
      c. California-licensed nurse practitioners (*BPC* 2836.1) and California-certified nurse midwives (*BPC* Section 2746.51)
      d. California-licensed physician assistants (*BPC* Section 3502.1)
   2. Authorization for medications to be administered in California schools that are written by health care providers not licensed in the State of California shall be authorized by a physician and surgeon licensed in the State of California (*BPC* Section 2052).

B. On the basis of these laws and regulations, it is recommended that:
   1. LEAs require the furnishing numbers of nurse practitioners and nurse midwives, and the name, address, and telephone number of the supervising physician.
   2. LEAs require the name, address, and telephone number of the supervising physician for all written statements from physician assistants.
   3. LEAs that have students attending California schools and who live in another bordering state consult with their local public health physician or school physician for guidance and assistance in administering medications in school that are authorized by out-of-state health care providers.
   4. A faxed written statement is an acceptable form of the authorized health care provider's written statement as long as the details of the authorization are clear and legible.
   5. LEAs not accept telephone authorization for the administration of medication to students.
   6. LEAs develop policies for handling emergency situations related to obtaining the authorized health care provider's written statement.

7. All written statements for medication administration at school contain the following information:
   a. Student's name and date of birth
   b. Name of the medication to be administered and reason for administration
   c. Amount or dose of the medication (*EC* Section 49423)
   d. If authorized changes in medication dosage require pill splitting, the only pills that may be split are those that are scored. Scored pills may be split in half only. Pill splitting may be done with a commercial pill-splitting device.
   e. Method of administration (*EC* Section 49423)
   f. Time the medication is to be administered at school (*EC* Section 49423)
   g. Possible side effects
   h. For medication prescribed on an as needed basis (PRN), the specific symptoms that necessitate administration of medications, the allowable frequency for administration, and indications for referral for medical evaluation
   i. For medication that is to be self-administered by the student, a statement that, in the authorized health care provider's opinion, the student is competent to safely self-administer the medication according to the conditions in the provider's written statement
   j. Name, address, telephone number, and signature of the California authorized health care provider
8. The parent or guardian obtain and provide the school with the signed authorized health care provider's written statement for medication administration in school.
9. Written statements authorizing medications to be administered at school be renewed yearly or whenever changes in medication or authorized health care provider occur.
10. Changes in medication authorization that generate a new written statement include the following circumstances:
    a. Changes in medication dose, time, and method of administration
    b. Change in medication
    c. Change in California authorized health care provider
    d. Discontinuance of medication administration

II. Written Statement from the Parent or Guardian

A. Relevant laws and regulations: *EC* sections 44871, 44873, 44874, 44875, 44876, 44877, 44878, 49400, 49422(a), 49423, and 49480; *Government Code* (GC) Section 815.2(a); *CCR, Title 5,* sections 600, 601(f), 602, and 603
The parent or guardian shall provide the school with a written statement indicating their desire that the school assist the student with medication administration as set forth in the written statement from the authorized health care provider (*EC* Section 49423).

B. On the basis of these laws and regulations, it is recommended that:
   1. The written statement from the parent or guardian also include:
      a. Consent for the school nurse, other duly qualified supervisor of health, or site administrator to communicate with the authorized health care provider and the pharmacist with regard to the provider's written statement for administration of medication at school.
      b. Agreement that the parent or guardian will provide the necessary medication, supplies, and equipment.
      c. Agreement that the parent or guardian will notify the school nurse, other duly qualified supervisor of health, or site administrator, if there is a change in the student's medication, health status, or authorized health care provider.
      d. Agreement that the parent or guardian will notify the school nurse, other duly qualified supervisor of health, or site administrator immediately and provide new consent for any changes in authorized health care provider's authorizations.
   2. A new written statement from the parent or guardian be provided annually or whenever there is a new written statement from the authorized health care provider.
   3. LEAs not require the parent or guardian to waive any rights, hold the LEA harmless, or agree to any particular placement or related services as a condition of assisting a student in the administration of medication at school.
   4. LEAs allow the parent or guardian to submit to the school a written statement rescinding their consent for administration of medication at school at any time.
   5. LEAs not accept or act on parent or guardian generated changes or modifications to the medication administration directions in the authorized health care provider's statement unless the LEA receives such changes in writing from the authorized health care provider.

III. Review of Authorized Health Care Provider's and the Parent or Guardian's Written Statements by a School Nurse or Other Duly Qualified Supervisor of Health

A. Relevant laws and regulations: *EC* sections 44871, 44873, 44874, 44875, 44876, 44877, 44878, 49400, 49422(a), 49423, and 49480; *CCR, Title 5,* Section 600, and *Title 16,* Section 1443.5(6)
B. On the basis of these laws and regulations, it is recommended that:
   1. A school nurse, other duly qualified supervisor of health, or site administrator review all written statements from authorized health care providers and the parent or guardian regarding the administration of medication at school to ensure that the written statements are complete and that the medication may safely be administered in accordance with the written statements.
   2. The review of written statements includes checking for:
      a. Student's name and date of birth
      b. Name of medication and reason for administration

c. Amount or dose of medication
d. Method of administration
e. Time the medication is to be administered at school
f. Possible side effects
g. The specific symptoms that make the administration of medication prescribed on an as needed basis (PRN) necessary, the allowable frequency for medication prescribed on an as needed basis (PRN), and instructions for when to initiate a medical referral related to medication prescribed on an as needed basis (PRN)
h. The opinion of the authorized health care provider that the student is competent to safely self-administer the medication according to the conditions in the provider's written statement
i. Name, address, telephone number, and signature of the authorized health care provider
j. Resources to validate correct medication dose, frequency, and reason for administration, including the contact information for the authorized health care provider and the pharmacist
k. All related information and requirements for the administration of the medication in school, and the authorized health care provider's professional assessment of level of staffing needed to safely administer the medication in school, as applicable

3. If the school nurse, other duly qualified supervisor of health, or site administrator has questions or concerns regarding the written statement, he or she communicate with the student's authorized health care provider or pharmacist to resolve those questions or concerns. If after such communication the school nurse or other duly qualified supervisor of health still has concerns regarding the student's health and safety, he or she communicate those concerns to the site administrator and school health services administrator. It is an administrative responsibility to inform the parent or guardian of these concerns, resolve the concerns, and address the student's entitlement to a necessary service.

IV. Persons Authorized to Administer Medication at School

A. Relevant laws and regulations: *EC* sections 44871, 44873, 44874, 44875, 44876, 44877, 44878, 49400, 49422(a), and 49423; *CCR, Title 5,* sections 600, 601(e)(f)(h), and 604
B. On the basis of these laws and regulations, it is recommended that:
   1. Medication be administered at school by the school nurse, other duly qualified supervisors of health, site administrator or designee as allowed by law, the parent or guardian or their designee as allowed by law or LEA policy, a contracted licensed health care professional whose licensure permits administration of the medication, or by the student under specified conditions.
   2. Unlicensed school personnel designated by the site administrator administer medication if:

   a. The unlicensed staff member is willing to perform medication administration.
   b. The unlicensed staff member is trained and determined to be capable and competent to be able to safely and accurately administer the medication by a licensed health care professional, who is legally authorized to provide such training and determine competence.
   c. The unlicensed staff member performing medication administration is supervised by the licensed health care professional who provided the training, and the supervision, review, and monitoring of the medication administration is documented.
   d. The unlicensed staff member does not administer medications that must be administered by injection, medications that have potential for immediate severe adverse reactions, or medications that require a nursing assessment or dosage adjustment before administration, except for emergency medications as allowed by law.
   e. The unlicensed staff member designated to administer life-sustaining emergency medication as allowed by law receives documented training and maintains current certification in cardiopulmonary resuscitation (CPR) from a recognized source of such training, such as the American Red Cross or the American Heart Association.
   f. If designated school personnel do not volunteer or consent to administer medication, the governing board of the LEA employs appropriately trained or licensed staff to administer medication.
3. The parent or guardian or designee, who is not employed by the LEA administer medication to their child at school, if:
   a. The parent or guardian signs an agreement, provided by the LEA, identifying who will administer the medication, stating the conditions under which the medication will be administered, and releasing the LEA from the responsibility of administering the medication.
   b. Such agreements include procedures for handling the illnesses or absences of the parent, guardian, or a designee, or student.
   c. All the medications administered in school by the parent, guardian, or designee are administered in accordance with LEA policies and procedures regarding safety, the appropriate location for administration, the privacy of the student, and universal precautions.
4. Students be allowed to carry and self-administer emergency or otherwise necessary medications if such self-administration is pursuant to the written statement of the authorized health care provider, written parental consent, and the school nurse or other duly qualified supervisor of health observation and documentation of the student's capability to safely and competently perform the task according to the authorized health care provider's written statement. Documented observation includes the following activities:
   a. Observation of the student self-administering the medication.
   b. Determination of the student's capability to have in his or her possession all necessary equipment and supplies.

c. Determination of the student's capability to adhere to standard precautions and appropriate handling of syringes, needles, lancets, and other medical equipment.
d. Determination of the student's capability to maintain safety and privacy.
e. Development of an individualized school healthcare plan (ISHP) by the school nurse or other duly qualified supervisor of health if the student's health condition and status require monitoring and supervision.
f. Development of a written agreement with the student that includes:
   (i) Procedures for reporting to designated school personnel any problems with medication, supplies or equipment, or if and when the student needs assistance.
   (ii) A monitoring system for tracking self-medicating student outcomes.
   (iii) Information for the student of what constitutes responsible behavior and that any act of inappropriate behavior with regard to self-administration of medication, such as sharing medications with peers, may result in the school administrator informing the parent or guardian and revoking the privilege of self-administration.
   (iv) Provision for the student to keep on his or her person a copy of the authorized health care provider and parent or guardian written statements.
   (v) Recommendation that the student carry photo identification.

5. Untrained and unsupervised personnel or inadequately supervised personnel do not administer medication.
6. Students do not administer medication to other students, unless the student administering the medication is a sibling who has been designated by the parent with school administration approval to administer medication to his or her own sibling.
7. A parent or guardian not be required by school officials to administer medication to their child as a condition of receiving medication at school or of receiving any placement or related services to which the student is entitled.
8. A written statement from an authorized health care provider not be required when a parent, guardian, or designee administers medication to their child in school.

V. Delivery and Storage of Medication at School

A. Relevant laws and regulations: *EC* sections 44871, 44873, 44874, 44875, 44876, 44877, 44878, 49400, 49422(a), and 49423; *CCR, Title 5*, sections 600, 601(b), and 606
B. On the basis of these laws and regulations, it is recommended that:
   1. The parent, guardian, or adult designee deliver to school all medications needed for administration at school, except those medications that the student is authorized to carry and self-administer.
   2. The parent, guardian, or adult designee deliver the medication to the school office in a container labeled by a pharmacist licensed in the United States.

3. The medication container label indicate the student's name, the physician's name, the name of the medication, and directions for use.
4. The school nurse or other duly qualified supervisor of health confirm that medication containers are labeled in a manner that is consistent with the written statement of the authorized health care provider.
5. If multiple medications are to be administered at school, each medication be delivered to school in a separately labeled container.
6. Over-the-counter medication that has been prescribed by an authorized health care provider be delivered to the school in the original container.
7. Multiple-drug medication packages (e.g., Med-Paks) prepared by pharmacists for school administration do not include more than two medications in a single package.
8. If pill splitting is required to obtain the correct dose of medication to be administered, only pills that are scored be split, that scored pills be split in half only, and that a commercial pill-splitting device be used for correct splitting.
9. All medications, with the exception of those medications that individual students have been authorized to carry and self-administer, be kept in a locked medication cabinet or medication container and be available only to persons authorized to administer medications
10. All medications be stored at school in the manner required to maintain their effectiveness and be locked in a location that is protected from persons not designated to administer medications.
11. Refrigerators that are used for medication storage be kept locked, and their use be reserved exclusively for medication storage.

VI. Documentation of Administration of Medication in School

A. Relevant laws and regulations: *EC* sections 44871, 44873, 44874, 44875, 44876, 44877, 44878, 49400, 49422(a), and 49423; *CCR, Title 5,* sections 600, 601(b), and 607; *Code of Federal Regulations (CFR), Title 21,* Section 1300.01
B. On the basis of these laws and regulations, it is recommended that:
   1. Each student receiving medication in school have an individual record or "medication log" for the school nurse, other duly qualified supervisor of health, or other designated school personnel to use to document all medication administered to the individual student.
   2. Medication logs include:
      a. Name of student
      b. Name and telephone number of the authorized health care provider
      c. Date of authorized health care provider's written statement
      d. Name of medication
      e. Medication dose (the amount of the medication to be administered)
      f. Medication route (the method by which the student is to receive the medication)
      g. Time the medication is to be administered
      h. Special instructions for administration, if any

   i. Space for daily entry of date and time the medication is actually administered at school, and space for the initials of the school nurse, other duly qualified supervisor of health, or other designated school personnel who administered the medication
   j. Instructions for logging omitted medication, failure to administer medication in the required manner and at the specified time, and any other error in medication administration, including the reasons for the error and the method and the time of the parent or guardian notification
   k. A signature space for the school nurse, other duly qualified supervisor of health, or other designated school personnel authorized to administer medication
   l. A space for maintaining the current count of controlled medication, if applicable
3. The school nurse or other duly qualified supervisor of health be responsible for
   a. Transferring the authorized health care provider's written statement onto the medication log
   b. Maintaining current information in the medication log
   c. Informing all other designated school personnel of changes in the authorized health care provider's written statement on each medication and providing any additional training for changes in the authorized health care provider's written statement
   d. Monitoring accurate logging of medication administration and positive outcomes
4. Written documentation or logging of all medications administered at school occur at the time the medication is administered.
5. The daily counting and logging of the administration of medications classified as "controlled substances," as defined by *CFR, Title 21,* Section 1300.01,∗ be provided as follows:
   a. All controlled substances are counted and recorded upon arrival at school in the presence of the parent, guardian, or designee delivering the medication. The staff member who makes and records the count, and the parent or guardian sign the medication log attesting to the entry
   b. Each dose of the controlled substance that is administered is recorded and subtracted from the total count remaining
   c. Discrepancies between what has been documented as administered and the amount remaining are reported immediately upon discovery to the site administrator, school nurse or other duly qualified supervisor of health, and if necessary, to the appropriate law enforcement agencies.

∗ A list of controlled substances identified by the local Drug Enforcement Agency can be obtained from any licensed pharmacist in the United States.

VII. Errors in Administration of Medication in School

A. Relevant laws and regulations: *EC* sections 44871, 44873, 44874, 44875, 44876, 44877, 44878, 49400, 49422(a), and 49423; *CCR, Title 5,* sections 600, 601, 602, and 608

B. On the basis of these laws and regulations, it is recommended that:

1. Any failure to properly administer medication according to the written statement of the authorized health care provider, including the administration of the wrong medication or the failure to administer medication, be reported immediately upon discovery to the site administrator, to the school nurse or other duly qualified supervisor of health, and to the parent or guardian. Upon being notified of a medication error, the school nurse, other duly qualified supervisor of health, or site administrator notifies the authorizing health care provider, if necessary.
2. Medication errors include:
   a. Medication given to the wrong student
   b. The wrong medication given to a student
   c. The wrong medication dose given to a student
   d. Medication given at the wrong time
   e. Medication given by way of a wrong method or route
   f. Medication omission
   g. Medication dropped on the floor and discarded (Discarded medication is recorded on the medication log and witnessed and signed by a second person.)
      Note: If one medication is dropped on the floor from a multiple medication package (e.g., Med-Pak) holding more than one kind of medication, all the medication contained in that multiple medication package is discarded. Dropping a multiple medication package will necessitate opening another multiple medication package. This occurrence is clearly documented on the student's log and witnessed and signed by a second person.
3. School site policies include procedures that provide immediate medical assistance, if needed, for the student when errors in medication administration occur. As is deemed necessary by the school nurse, other duly qualified supervisor of health, or the site administrator, Emergency Medical Services (EMS) at 911 may need to be called.
4. All medication errors generate written documentation of the error on a district approved reporting form.
5. Information regarding the error be communicated to the parent or guardian and the authorized health care provider, if necessary, at the time of occurrence.
6. If the medication administration error requires an EMS response, a copy of the student's emergency card be given to the EMS responders along with information regarding the error.

VIII. Disposal of Medications at School

A. Relevant laws and regulations: *EC* sections 44871, 44873, 44874, 44875, 44876, 44877, 44878, 49400, 49422(a), and 49423; *CCR, Title 5,* sections 600, 601, and 609
B. On the basis of these laws and regulations, it is recommended that:
   1. All discontinued or outdated medications be returned to the parent or guardian or the adult designee and documented on the student's medication log. The log should also contain the medication name and return date and the signatures of the school personnel returning the medication and of the parent, guardian, or designee receiving the medication.
   2. At the end of the school year, all the remaining medication be returned directly to the parent, guardian, or adult designee and so documented on the student's medication log. The log should also contain the medication name and return date and the signatures of the school personnel returning the medication and of the parent, guardian, or designee receiving the medication.
   3. If the parent or guardian does not arrange to pick up medication within 30 days of a documented notice, the medication be disposed of by the site administrator, school nurse, or other duly qualified supervisor of health in accordance with the applicable state law and local ordinances.
   4. Medications not be flushed down the toilet, and medications not be disposed of in the school trash.
   5. Medication disposal:
      a. Be witnessed by another school staff member and documented on the medication log.
      b. Be recorded on the medication log and that the information recorded on the medication log include:
         (i) Date of disposal
         (ii) Medication name
         (iii) Method of disposal
         (iv) Source for directions of disposal method
         (v) Signatures of the person disposing of the medication and the witness to the disposal
   6. For the health and safety of all students, medication not be sent home with students.

IX. Medication Administration for Field Trips and All School-Related Activities

A. Relevant laws and regulations: *EC* sections 44871, 44873, 44874, 44875, 44876, 44877, 44878, 49400, 49422(a), and 49423; *CCR, Title 5,* sections 600 and 601
B. On the basis of these laws and regulations, it is recommended that:
   1. All the staff members who are planning school-sponsored activities, including athletic department staff members who are planning intramural activities, notify the school nurse, other duly qualified supervisor of health, or the site administrator of the schedules for field trips and other related school activities

as soon as possible in the school year to allow time to schedule trained staff to attend these functions and administer medications to students if needed.

2. The school nurse, other duly qualified supervisor of health, or site administrator provides the designated trained staff members with all the necessary student medication (including emergency medication) that will allow students who need medication during the regular school day to participate in the school-sponsored activity.
3. Medication be provided in pharmacy-prepared individual containers (that contain only the amount to be administered during the activity) with labels that include the student's name, authorized health care provider's name, name of medication, dose of medication, method of administering the medication, and time of administration.
4. Designated trained school personnel keep all medication in a closed container on his or her person at all times, such as in a fanny pack or back pack.
5. Only designated trained school personnel be allowed access to student medication and medication administration responsibilities for students needing medication at school-sponsored activities.
6. The school nurse or other duly qualified supervisor of health provide information about how trained designated school personnel gain access to emergency services.
7. The LEA provide the designated school personnel with a communication device, such as a two-way radio or cellular telephone, for gaining access to emergency services at school-sponsored activities.
8. A medication log to record the time the medication was administered accompany each medication that is to be administered during the school-sponsored activity. The process must ensure that:
   a. Documentation of medication administration on all field trips and school-sponsored activities occurs at the time and place of administration.
   b. On return to school, the log is returned to the health office, is reviewed by the school nurse, other duly qualified supervisor of health, or site administrator and is placed in the student's health folder.
9. The school nurse, other duly qualified supervisor of health, or site administrator be responsible for ensuring that all students who are carrying and self-administering medication have the medication with them for all school-sponsored activities. Verification of adequate amounts of medication and supplies should be checked for students carrying their own medication. Students may need guidance for use of the medication in the environment of the school activity.
10. When a school activity involves several days or overnight stays, careful plans be made for keeping medications safe and ensuring the confidentiality of those students who are required to take medication.
11. If the parent or guardian of students attend school-sponsored activities and agree to administer medications to their child, this agreement be documented on the student's medication log.

X. Disaster Preparedness and Administration of Medication

A. Relevant laws and regulations: *EC* sections 35295, 35296, 35297, 49400, and 49423; *CCR, Title 5*, Section 600
B. On the basis of these laws and regulations, it is recommended that:
Every school disaster plan developed pursuant to *EC* Section 35295 or earthquake emergency procedure developed pursuant to *EC* sections 35296 and 35297 include procedures for the access to and administration of medications to students during such emergencies.

XI. Administration of Prescribed-As-Needed or PRN (*pro re nata*) Medication in School

A. Relevant laws and regulations: *EC* sections 44871, 44873, 44874, 44875, 44876, 44877, 44878, 49400, 49422(a), and 49423; *CCR, Title 5,* sections 600 and 601
B. On the basis of these laws and regulations, it is recommended that:
   1. Medication that is to be administered to students on an “as needed” (PRN) basis have a written statement from the authorized health care provider and a written statement from the parent or guardian.
   2. The authorized health care provider’s written statement include the following information:
      a. Identification of specific symptoms experienced by the student that would necessitate the administration of the PRN medication
      b. Specification of the frequency of doses or the time interval before a repeat dose of the medication is administered
      c. Instructions for when a medical referral is to be made
   3. Before a PRN medication is administered to a student, designated school personnel validate when the medication was last given to determine that the administration time complies with authorized frequency of administration. This determination may be accomplished by taking one or all of the following actions:
      a. Referring to the student’s medication log for documentation of the time the last dose was administered
      b. Noting the time of the request and validating that the student has been in attendance at school for the length of time of the authorized frequency for PRN medication administration
      c. Calling the parent to validate when the medication was last given at home when the student has been in attendance at school less than the length of time of the authorized frequency for the administration of the PRN medication
   4. Before administering PRN medications, the school nurse, other duly qualified supervisor of health, or designated school personnel validate the symptoms being experienced by student as the symptoms identified by the authorized health care provider in allowing for the administration of the medication.

5. When a PRN medication is administered, the information recorded on the medication log include the symptoms for which the PRN medication was administered and whether or not the student was referred to the authorized health care provider for a medical consultation.

XII. Administration of Emergency Medications in School

A. Relevant laws and regulations: *EC* sections 44871, 44873, 44874, 44875, 44876, 44877, 44878, 49400, 49422(a), and 49423; *CCR, Title 5,* sections 600 and 601
Except as otherwise provided by law, written statements from the authorized health care provider and parent or guardian are required for emergency medications to be administered at school (*CCR, Title 5*, Section 600).
B. On the basis of these laws and regulations and in addition to the recommendations found in sections I through XI of this advisory, it is recommended that:
   1. Unlicensed designated personnel responsible for the administration of emergency medications receive training on standard procedures and be supervised and monitored by a school nurse, other duly qualified supervisor of health, or authorized health care provider.
   2. All designated trained school personnel responsible for providing emergency medications maintain current cardiopulmonary resuscitation (CPR) certification.
   3. All students requiring the potential administration of emergency medication at school have a written emergency health care plan developed by the school nurse or other duly qualified supervisor of health.
   4. The initiation of the administration of an emergency medication also generate a call to Emergency Medical Services (EMS) at 911.
   5. A list of current CPR-certified school personnel be maintained at school and be available to all designated trained school personnel who are responsible for administering emergency medication to students.
   6. The school nurse, other duly qualified supervisor of health, or authorized health care provider be available at all times by pager or cellular telephone to respond to emergency situations and support designated trained school personnel in providing emergency care.

XIII. Administration of Over-the-Counter (OTC) Medications in School

A. Relevant laws and regulations: *EC* sections 44871, 44873, 44874, 44875, 44876, 44877, 44878, 49400, 49422(a), and 49423; *CCR, Title 5,* sections 600 and 601(b)
All over-the-counter (OTC) medications administered in school under *CCR, Title 5,* Article 4.1 shall have a written statement from the authorized health care provider and the parent or guardian (*CCR, Title 5,* sections 600 and 601[b]).
B. On the basis of these laws and regulations, and in addition to the mandates and recommendations described in sections I through XI, it is recommended that:

1. LEAs desiring to administer selected OTC medication in school without a written statement from a student's authorized health care provider but with a written statement from solely the parent or guardian do so only if the LEA's school physician or other authorized health care provider working with the LEA authorizes standard protocols and procedures for the administration of selected OTC medications.
2. Procedures developed for administering selected OTC medication in school and authorized by the school physician or other authorized health care provider working with the LEA, be approved by the governing board of the LEA.
3. Before administering any selected OTC medication that has not been prescribed by the student's authorized health care provider, the parent or guardian be notified that selected OTC medications may be administered at the parent or guardian written request.
4. All designated school personnel responsible for administering OTC medications in school be trained in compliance with protocols and procedures for safe administration of OTC medications approved by the LEA and local governing board.

Note: There is no law expressly governing the administration of over-the-counter (OTC) medications to students. Taken inappropriately by persons who are sensitive to one or more of the ingredients or taken in excess, OTC medications have the potential to cause harm, injury, or adverse side effects. A student's authorized health care provider has the medical knowledge and information necessary to evaluate any potential risks to a student before authorizing the OTCs to be given at school. A school physician, in collaboration with the school nurse or other duly qualified supervisor of health, may provide standard protocols and procedures for selected OTCs, thus allowing some common OTCs to be administered at school with only the written consent of the parent or guardian.

XIV. Universal Precautions in Administration of Medication

A. Relevant laws and regulations: *EC* sections 49400 and 49423; *CCR, Title 5,* sections 600 and 601
B. On the basis of these laws and regulations, it is recommended that:
   1. Communicable disease control procedures, also referred to as universal precautions, be included in the training of all designated school personnel responsible for administering medications. These precautions include:
      a) Treating all blood and bodily fluids as though they are potentially infectious
      b) Proper hand washing before administering medication
      c) The use of disposable non latex gloves when the person administering medications may come in contact with body fluids
      d) Proper disposal of wastes, including materials contaminated with blood or other body fluids and all sharps (needles and lancets)

e) Use of disinfectants approved by the Environmental Protection Agency (EPA) and Occupational Safety and Health Administration (OSHA) for cleaning spills of body fluids

XV. Medication Provided Pursuant to an Individualized Education Program or Section 504 Plan

A. Relevant laws and regulations: *EC* sections 49400, 49422(a), and 49423; Individuals with Disabilities Education Act Amendments of 1997 (IDEA): *PL 105-17*; Title II of the Americans with Disabilities Act of 1990 (ADA Title II): *PL 101-336*; Rehabilitation Act of 1973 (Section 504): *PL 93-112*; *CCR, Title 5,* sections 600, 601, and 610(d)
   1. A student with an individualized education program (IEP) or Section 504 plan who requires medication during the school day is entitled to receive such medication in accordance with his or her written plan (*CCR, Title 5,* Section 610[d]).
B. On the basis of these laws and regulations, it is recommended that the *Title 5* regulations and this advisory serve as a guide to LEAs in administering medications to students with IEPs and Section 504 plans as long as the regulations or the advisory do not conflict with the student's individually determined plan.

XVI. Personnel Qualifications

A. Relevant laws and regulations: *EC* sections 44871, 44873, 44877, 49400, 49422(a), and 49423; *CCR, Title 5,* sections 600 and 601
   1. LEAs are required to provide diligent care for the health and development of students, and LEAs may employ qualified persons to provide that care (*EC* Section 49400).
   2. To function as a school nurse or other duly qualified supervisor of health in California public schools, persons must be appropriately credentialed and licensed (*EC* sections 44871, 44973, 44877, and 49422[a]).
B. On the basis of these laws and regulations, it is recommended that LEAs employ duly qualified supervisors of health (school nurses or school physicians) to provide and supervise medication administration and school health services.

If there are questions about this Program Advisory, please contact Linda Davis-Alldritt, RN, School Nurse Consultant, at (916) 319-0284 or by e-mail at *ldavisal@cde.ca.gov*.

The guidance in this Program Advisory is not binding on local education agencies or other entities. Except for statutes, regulations, and court decisions that are referenced herein, this Program Advisory is exemplary, and compliance with it is not mandatory. (See *Education Code* Section 33308.5)

APPENDIX A: Relevant Sections of the California *Education Code*

***Education Code* Section 44871**:

The qualifications of supervisors of health shall be as provided in Sections 44873 to 44878, inclusive.

***Education Code* Section 44873**:

The qualifications for a physician and surgeon employed to serve on a half-time or greater than half-time basis shall be a valid certificate to practice medicine and surgery issued by the Medical Board of California or Osteopathic Medical Board of California and either a services credential with a specialization in health or a valid credential issued prior to November 23, 1970. The qualifications for a physician and surgeon employed for less than half time shall be a valid certificate to practice medicine and surgery issued by the Medical Board of California. Any school district may employ and compensate physicians and surgeons meeting the foregoing qualifications for the performance of medical services for that district and shall provide liability insurance coverage for the period of his or her employment.

As used in this section "medical services" includes, but is not limited to, any medical services required to be performed while required to be in attendance at high school athletic contests or meets.

***Education Code* Section 44874**:

The qualifications for a psychologist or social worker are a valid certificate issued by the appropriate California agency authorized by law to certify such persons and a services credential with a specialization in health. Any school district may employ and compensate psychologists and social workers meeting the foregoing qualifications.

***Education Code* Section 44875**:

The qualifications for a dentist are a valid certificate issued by the Board of Dental Examiners and a services credential with a specialization in health or a valid credential issued prior to November 23, 1970. Any school district may employ and compensate dentists meeting the foregoing qualifications.

***Education Code* Section 44876**:

The qualifications for a dental hygienist shall be a valid certificate issued by the Board of Dental Examiners of California and either a health and development credential, a standard designated services credential with a specialization in health, or a services credential with a specialization in health.

***Education Code* Section 44877**:

The qualifications for a nurse shall be a valid certificate of registration issued by the Board of Nurse Examiners of the State of California or the California Board of Nursing Education and Nurse Registration and a health and development credential, a standard designated services credential with a specialization in health, or a services credential with a specialization in health.

The services credential with a specialization in health authorizing service as a school nurse shall not authorize teaching services unless the holder also completes the requirements for a special class authorization in health in a program that is approved by the commission.

On and after January 1, 1981, the qualifications for a nurse shall also include proof satisfactory to the school district that the nurse has acquired training in child abuse and neglect detection. This requirement may be satisfied through participation by the nurse in continuing education activities relating to child abuse and neglect detection and treatment.

***Education Code* Section 44878**:

The qualifications for an optometrist are a valid certificate issued by the State Board of Optometry and a services credential with a specialization in health or a credential issued prior to November 23, 1970. Any school district may employ and compensate optometrists meeting the foregoing qualifications.

***Education Code* Section 49400**:

The governing board of any school district shall give diligent care to the health and physical development of students, and may employ properly certified persons for the work.

***Education Code* Section 49422(a)**:

a) No physician, psychiatrist, oculist, dentist, dental hygienist, optometrist, otologist, podiatrist, audiologist, or nurse not employed in that capacity by the State Department of Health Services, shall be, nor shall any other person be, employed or permitted to supervise the health and physical development of students unless he or she holds a services credential with a specialization in health or a valid credential issued prior to the operative date of Section 25 of Chapter 557 of the Statutes of 1990.

***Education Code* Section 49423**:

Notwithstanding the provisions of Section 49422, any student who is required to take, during the regular school day, medication prescribed for him by a physician, may be assisted by the school nurse or other designated school personnel if the school district receives (1) a written statement from such physician detailing the method, amount, and time schedules by which such medication is to be taken and

(2) a written statement from the parent or guardian of the student indicating the desire that the school district assist the student in the matters set forth in the physician's statement.

***Education Code* Section 49480:**

The parent or legal guardian of any public school pupil on a continuing medication regimen for a nonepisodic condition, shall inform the school nurse or other designated certificated school employee of the medication being taken, the current dosage, and the name of the supervising physician. With the consent of the parent or legal guardian of the pupil, the school nurse may communicate with the physician and may counsel with the school personnel regarding the possible effects of the drug on the child's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose. The superintendent of each school district shall be responsible for informing parents of all pupils of the requirements of this section.

APPENDIX B: Relevant Articles of the *California Code of Regulations*

Title 5. EDUCATION
Division 1. California Department of Education
Chapter 2. Pupils
Subchapter 3. Health and Safety of Pupils

Add Article 4.1. to read:

Article 4.1. Administering Medication to Pupils or Otherwise Assisting Pupils in the Administration of Medication During the Regular School Day.

§ 600. Authorization.

Pursuant to Section 49423 and subdivision (b) of Section 49423.6 of the Education Code, any pupil who is required to take, during the regular school day, prescribed medication may be assisted by a school nurse or other designated school personnel if both of the following conditions are met:

(a) The pupil's authorized health care provider executes a written statement specifying, at a minimum, the medication the pupil is to take, the dosage, and the period of time during which the medication is to be taken, as well as otherwise detailing (as may be necessary) the method, amount, and time schedule by which the medication is to be taken.

(b) The pupil's parent or legal guardian provides a written statement initiating a request to have the medication administered to the pupil or to have the pupil otherwise assisted in the administration of the medication, in accordance with the authorized health care provider's written statement.

NOTE: Authority cited: Sections 33031 and 49423.6, Education Code. Reference: Sections 49423 and 49423.6, Education Code.

§ 601. Definitions.

As used in Section 49423 and subdivision (b) of Section 49423.6 of the Education Code and in this article:

(a) "Authorized health care provider" means an individual who is licensed by the State of California to prescribe medication.

(b) "Medication" may include not only a substance dispensed in the United States by prescription, but also a substance that does not require a prescription, such as over-the-counter remedies, nutritional supplements, and herbal remedies.

(c) "Medication log" may consist of a form developed by the local education agency for the documentation of the administration of the medication to the pupil or otherwise assisting the pupil in the administration of the medication. The medication log may include the following:

(1) Pupil's name;
(2) Name of medication the pupil is required to take;
(3) Dose of medication;
(4) Method by which the pupil is required to take the medication;
(5) Time the medication is to be taken during the regular school day;
(6) Date(s) on which the pupil is required to take the medication;
(7) Authorized health care provider's name and contact information; and
(8) A space for daily recording of medication administration to the pupil or otherwise assisting the pupil in administration of the medication, such as date, time, amount, and signature of the individual administering the medication or otherwise assisting in administration of the medication.

(d) "Medication record" may include:
(1) The authorized health care provider's written statement;
(2) The written statement of the parent or legal guardian;
(3) The medication log; and
(4) Any other written documentation related to the administration of the medication to the pupil or otherwise assisting the pupil in the administration of the medication.

(e) "Other designated school personnel" may include any individual employed by the local education agency who:
(1) Has consented to administer the medication to the pupil or otherwise assist the pupil in the administration of medication; and
(2) May legally administer the medication to the pupil or otherwise assist the pupil in the administration of the medication.

(f) "Parent or legal guardian" means the individual recognized by the local education agency as having authority to make medical decisions for the pupil.

(g) "Regular school day" may include not only the time the pupil receives instruction, but also the time during which the pupil otherwise participates in activities under the auspices of the local education agency, such as field trips, extracurricular and cocurricular activities, before- or after-school programs, and camps or other activities that typically involve at least one overnight stay away from home.

(h) "School nurse" means an individual employed by the local education agency who is a currently licensed registered nurse and is credentialed pursuant to Education Code section 44877.

NOTE: Authority cited: Sections 33031 and 49423.6, Education Code. Reference: Sections 44877, 49423, and 49423.6 Education Code.

§ 602. Written Statement of Authorized Health Care Provider.

(a) A local education agency may establish specifications for the authorized health care provider's written statement in order to ensure that:
(1) The pupil is clearly identified;
(2) The medication is clearly identified;
(3) The dosage is clearly specified;
(4) The period of time during which the medication is to be taken is clearly specified;

and

(5) Other information is obtained that is relevant to administering the medication to the pupil or otherwise assisting the pupil in administration of the medication.

(b) A pupil's parent or legal guardian may deliver the authorized health care provider's written statement to an authorized representative of the local education agency, such as the schoolsite administrator or his or her designee.

(c) A local education agency may require that an amended or new written statement be provided annually and whenever there is a change in the pupil's authorized health care provider, or a change in the medication, dosage, method by which the medication is required to be taken, or date(s) or time(s) the medication is required to be taken.

NOTE: Authority cited: Sections 33031 and 49423.6, Education Code. Reference: Sections 49423 and 49423.6, Education Code.

§ 603. Written Statement of the Parent or Legal Guardian.

(a) A local education agency may establish specifications for the written statement of the pupil's parent or legal guardian in order to ensure that:

(1) The pupil is clearly identified.

(2) Permission is obtained for an authorized representative of the local education agency to communicate directly with the pupil's authorized health care provider, as may be necessary, regarding the authorized health care provider's written statement.

(3) The parent or legal guardian understands what employees of the local education agency will do to administer the medication to the pupil or otherwise assist the pupil in the administration of the medication.

(4) The parent or legal guardian understands his or her responsibilities to enable employees of the local education agency to administer the medication to the pupil or otherwise assist the pupil in administration of the medication, e.g., to ensure that a current authorized health care provider's written statement has been delivered to an authorized representative of the local education agency, or to ensure that the medication is delivered to the schoolsite in a proper container by an individual legally authorized to be in possession of the medication.

(5) The parent or legal guardian understands how he or she may terminate consent for administration of the medication to the pupil or otherwise assisting the pupil in the administration of the medication.

(b) A local education agency may provide reasonable accommodations to a parent or legal guardian who has insufficient English language proficiency to produce a written statement without assistance or who has a disability that makes it difficult to produce a written statement.

NOTE: Authority cited: Sections 33031 and 49423.6, Education Code. Reference: Sections 49423 and 49423.6, Education Code.

§ 604. Administration of Medication to Pupils or Otherwise Assisting Pupils in the Administration of Medication.

(a) A school nurse may administer medication to a pupil or otherwise assist a pupil in the administration of medication as allowed by law and in keeping with applicable standards of professional practice.

(b) Other designated school personnel may administer medication to pupils or otherwise assist pupils in the administration of medication as allowed by law and, if they are licensed health care professionals, in keeping with applicable standards of professional practice for their license.

(c) The pupil's parent or legal guardian may administer medication to the pupil or otherwise assist the pupil in the administration of medication as allowed by law.

(d) An individual designated to do so by the parent or legal guardian may administer medication to the pupil or otherwise assist the pupil in the administration of medication as allowed by law. A local education agency may establish rules governing the designation of an individual by a parent or legal guardian in order to ensure that:

(1) The individual is clearly identified;

(2) The individual is willing to accept the designation;

(3) The individual being designated is permitted to be present on the school site;

(4) Any limitations on the individual's authority in his or her capacity as designee are clearly established; and

(5) The individual's service as a designee would not be inconsistent or in conflict with his or her employment responsibilities, if the individual being designated is employed by the local education agency.

NOTE: Authority cited: Sections 33031 and 49423.6, Education Code. Reference: Sections 49423 and 49423.6, Education Code.

§605. Self-Administration of Medication.

With the approval of the pupil's authorized health care provider and the approval of the pupil's parent or legal guardian, a local education agency may allow a pupil to carry medication and to self-administer the medication. A local education agency may establish rules governing self-administration in order to protect the health and safety both of the pupil and of the whole student body and staff at the schoolsite. Through such rules, a local education agency may describe circumstances under which self-administration may be prohibited.

NOTE: Authority cited: Sections 33031 and 49423.6, Education Code. Reference: Sections 49423 and 49423.6, Education Code.

§ 606. Delivery and Storage of Medication.

A local education agency may establish policies governing the delivery of medication to the schoolsite (other than medication a pupil is allowed to carry for purposes of self-

administration), as well as the storage of medication in a manner that is secure and maintains the medication's effectiveness.

NOTE: Authority cited: Sections 33031 and 49423.6, Education Code. Reference: Sections 49423 and 49423.6, Education Code.

§ 607. Documentation.

A local education agency may establish policies regarding documentation of the administration of medication to pupils or otherwise assisting pupils in the administration of medication to ensure that:

(a) Pupil confidentiality is appropriately maintained;

(b) A medication record is maintained for each pupil to whom medication is administered or other assistance is provided in the administration of medication; and

(c) An appropriate record is kept of pupils who are allowed to carry and self-administer medication.

NOTE: Authority cited: Sections 33031 and 49423.6, Education Code. Reference: Sections 49423 and 49423.6, Education Code.

§ 608. Deviation from Authorized Health Care Provider's Written Statement.

A local education agency may establish policies regarding any material or significant deviation from the authorized health care provider's written statement in order to ensure that, as quickly as possible upon discovery, appropriate notification of the deviation is made:

(a) In accordance with applicable standards of professional practice, if the discovery is made by a licensed health care professional; or

(b) To the schoolsite administrator, the pupil's parent or legal guardian, an employee of the local education agency who is a licensed health care professional (if any), and the pupil's authorized health care provider, if the discovery is made by an individual who is not a licensed health care professional.

NOTE: Authority cited: Sections 33031 and 49423.6, Education Code. Reference: Sections 49423 and 49423.6, Education Code.

§ 609. Unused, Discontinued and Outdated Medication.

A local education agency may establish policies regarding unused, discontinued, and outdated medication in order to ensure that:

(a) Such medication is returned to the pupil's parent or legal guardian where possible;

(b) Such medication that cannot be returned to the pupil's parent or legal guardian is disposed of by the end of the school year in accordance with applicable law.

NOTE: Authority cited: Sections 33031 and 49423.6, Education Code. Reference: Sections 49423 and 49423.6, Education Code.

§ 610. Applicability of this Article.

Nothing in this article may be interpreted as creating a state-mandated local program or as affecting in any way:

(a) The statutes, regulations, or standards of practice governing any health care professional licensed by the State of California in the carrying out of activities authorized by the license;

(b) The statutes or regulations governing the administration of medication to pupils or otherwise assisting pupils in the administration of medication by individuals who are not licensed health care professionals, other than Section 49423 and subdivision (b) of Section 49423.6 of the Education Code;

(c) The use of emergency epinephrine auto-injectors pursuant to Section 49414 of the Education Code;

(d) The content or implementation of a pupil's individualized education program prepared in accordance with applicable provisions of federal and state law, or a pupil's Section 504 Accommodation Plan prepared in accordance with applicable provisions of the federal Rehabilitation Act of 1973.

NOTE: Authority cited: Sections 33031 and 49423.6, Education Code. Reference: Sections 49414, 49423 and 49423.6, and Part 30 (commencing with Section 56000) of Division 4 of Title 2, Education Code.

§ 611. Issuance and Periodic Updating of Advisory.

The California Department of Education, with the approval of the State Board of Education, may issue and periodically update an advisory providing non-binding guidance on the administration of medication to pupils and otherwise assisting pupils in the administration of medication. The advisory shall be a program guideline under Education Code Section 33308.5, and shall meet the requirements of Education Code Section 33308.5 (including the written notification that the guideline is merely exemplary and that compliance with the guideline is not mandatory).

NOTE: Authority cited: Sections 33031 and 49423.6, Education Code. Reference: Sections 33308.5, 49423 and 49423.6, Education Code.

APPENDIX C: GLOSSARY

authorized health care provider. A person who is licensed by the State of California to prescribe medication (*California Code of Regulations* (*CCR*), *Title 5,* Section 601[a]).

capable. Having the ability to perform a task correctly and competently.

controlled substances. Controlled substances are drugs that are regulated by the U.S. Drug Enforcement Administration (DEA). These drugs generally have potential for abuse or illicit distribution. The DEA has divided controlled substances into five schedules according to their potential for abuse. Schedule I drugs have the greatest potential for abuse and Schedule V drugs have the least. **It is a criminal act to violate federal law related to controlled substances**. A Schedule II drug that is commonly administered in schools is Ritalin (methylphenidate). More information about the five schedules of controlled substances may be found on the DEA Web site at *http://www.usdoj.gov/dea/pubs/csa.html*

designated school personnel. Persons employed by the local education agency who satisfy the following requirements:

1. Has consented to administer the medication to a student or otherwise assist a student in the administration of medication (unlicensed personnel). (*CCR, Title 5*, Section 601[e][1])
2. May legally administer the medication to a student or otherwise assist a student in the administration of the medication (licensed health care personnel) (*CCR, Title 5,* Section 601[e][2]).

duly qualified supervisor of health. A California credentialed school nurse or a California licensed physician and surgeon may serve as supervisors of health (*EC* sections 44871 - 44878).

emergency medication. Life sustaining medication that is provided to avert death. Staff administering life-sustaining medication should be prepared to provide additional life support, such as cardiopulmonary resuscitation (CPR), if needed.

medication. Includes substances dispensed in the United States by prescription and substances that do not require prescriptions, such as over-the-counter remedies, nutritional supplements, and herbal remedies (*CCR, Title 5,* Section 601[b]).

medication error. Any preventable event that may lead to or cause inappropriate medication use or patient harm while the medication is in the control of the health care professional, patient, or consumer. Such events may be related to professional practice, health care products, procedures, and systems, such as prescribing; order communication; product labeling, packaging, and nomenclature; compounding; dispensing; distribution; administration; education; monitoring; and use (National

Coordinating Council for Medication Error Reporting and Prevention: *http://www.nccmerp.org/aboutMedErrors.html*).

medication log. A form used by the local educational agency (LEA) for the documentation of the administration of the medication to a student or otherwise assisting the student in the administration of the medication (*CCR, Title 5,* Section 601 [d][3]).

medication record. May include the following information:

1. The authorized health care provider's written authorization
2. The written statement of the parent or legal guardian
3. The medication log
4. Any other written documentation related to the administration of the medication to the student or otherwise assisting the student in the administration of the medication (*CCR, Title 5,* Section 601[d][1-4])

med-pak. A prescribed medication package containing more than one medication.

parent or guardian. The person who has the legal responsibility to care for a specific student is recognized by the LEA as having authority to make medical decisions for the student.

Parent or guardian consent for medication administration. A written statement from the parent or guardian of the student permitting the LEA to assist the student according to the California licensed health care provider's statement and to communicate with the student's health care provider, as necessary, regarding the medication. The written statement also indicates the parent or guardian's understanding of his or her role and responsibilities for medication administered to his or her child at school (*CCR, Title 5,* Section 603).

PRN (*pro re* nata) medication. This medication is administered as needed to the patient. These authorized medications are administered when specific described signs and symptoms are present.

regular school day. A regular school day includes the time a student receives instruction and the time during which a student otherwise participates in activities under the auspices of the LEA, such as field trips, extracurricular and cocurricular activities, before or after-school programs, and camps or other activities that typically involve at least one overnight stay away from home (*CCR, Title 5,* Section 601 [g]).

school nurse. A person employed by the LEA who is a currently licensed registered nurse and is credentialed pursuant to *EC* Section 44877.

Sharps. Objects that can penetrate the skin including needles and lancets.

sharps container. A container approved by the California Occupational Safety and Health Association for the disposal of sharps.

Specialized physical health care services. These services are prescribed by a physician, may require medically related training to perform, and are necessary for the student to attend school (*EC* Section 49423.5[d]; *CCR, Title 5,* Section 3051.12[b][1][A]).

Standard. "That which is established by custom or authority as a model, criterion, or rule for comparison of measurement." (*Taber's Cyclopedic Medical Dictionary,* Edition 18, Edited by C.L. Thomas, Philadelphia: F.A. Davis Company, 1997)

standardized procedures. Protocols and procedures developed through collaboration among school or hospital administrators and health professionals, including licensed physicians, surgeons, and nurses to be utilized in the provision of the specialized physical health care services (*CCR, Title 5,* Section 3051.12 [b][1][B]).

Supervision. Review, observation, or instruction of a designated school person's performance and of physical health care services, but does not necessarily require the immediate presence of the supervisor at all times.

1. Immediate supervision means that the supervisor shall be physically present while a procedure is being administered (*CCR, Title 5,* Section 3051.12[b][1][D][1]).
2. Direct supervision means that the supervisor shall be present in the same building as the person being supervised and available for consultation or assistance (*CCR, Title 5,* Section 3051.12[b][1][D][2]).
3. Indirect supervision means that the supervisor shall be available to the qualified designated school employee either in person or through electronic means to provide necessary instruction, consultation, and referral to appropriate care and services as needed (*CCR, Title 5,* Section 3051.12[b][1][D][3]).
4. Supervision of designated school persons shall include review on-site by a qualified school nurse, qualified public health nurse, or qualified licensed physician and surgeon. Supervision shall also include review of the competence of that individual in performing the specialized health care service, maintenance of appropriate records, physical environment, and equipment (*CCR, Title 5,* Section 3051.12[b][1][D][3]).

Training. Preparation in the appropriate delivery and skillful performance of standard procedures for the administration of medication in school provided by a duly qualified supervisor of health or obtained in an approved program provided by an appropriate agency (*CCR, Title 5*, Section 3051,12 [b][1][E]).

universal precautions. Body fluid and blood exposure precautions and controls are used by persons providing health care or assisting with daily living skills as required by the California Occupational Safety and Health Association. These precautions include

proper hand washing, the use of protective gloves when dealing with body fluids, and the proper disposal of wastes and approved environment disinfectants.

unlicensed designated school personnel. May include any person employed by the LEA who does not possess a current California license for health care.

APPENDIX D: REFERENCES:

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CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

SUBJECT	
Healthy Start Regulations: Approve Commencement of Rulemaking Process to Make Various Revisions	☒ **Action** ☒ **Information** ☐ **Public Hearing**

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the commencement of the rulemaking process for the proposed revisions to the Healthy Start regulations, including the Initial Statement of Reasons and the Notice of Proposed Rulemaking, and direct staff to conduct a public hearing on the proposed regulations.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In April 2005, the CDE presented an Information Memorandum to the SBE providing background information on the need for revising the Healthy Start regulations.

SUMMARY OF KEY ISSUES

These proposed regulations provide technical clean-up, add privacy requirements for student records and medical records, clarify the guidance for awarding grants, shorten the application process (expediting the funding process to local education agencies), and maintain a competitive application process assuring program and funding accountability. The existing regulations were adopted in 1992 and 1993 and have not been updated since then. We believe that these amendments will result in improved program administration as funding becomes available.

Senate Bill 620 (Chapter 759, Statutes of 1991) established the Healthy Start Support Services for Children Act. The Healthy Start initiative is a local interagency collaboration, which removes barriers to academic achievement for children and families in need. Services include academic support, family support, basic needs, medical and health care, mental health care and employment assistance. As a result of Healthy Start services, access to health and dental care and preventative health care improves and family violence decreases as parents become more knowledgeable about child development stages.

FISCAL ANALYSIS (AS APPROPRIATE)

The CDE is preparing an Economic and Fiscal Impact Statement regarding the proposed regulatory revisions.

ATTACHMENT(S)

Attachment 1: Initial Statement of Reasons (3 Pages)
Attachment 2: Notice of Proposed Rulemaking (5 Pages)
Attachment 3: Proposed Regulations (7 Pages)

A last minute memorandum will provide the Economic and Fiscal Impact Statement.

INITIAL STATEMENT OF REASONS
Grant Program for Healthy Start

Section 11900. DEFINITIONS.
Section 11905. OPERATIONAL GRANTS.
Section 11915. REVIEW OF APPLICATIONS FOR OPERATIONAL AND PLANNING GRANTS.
SECTION 11920. AWARDING OF GRANTS.
SECTION 11925. USE OF FUNDS.
Section 11930. GRANT AWARD APPEAL PROCESS.
Section 11935. WAIVERS TO PROGRAM REGULATIONS.

SPECIFIC PURPOSE OF THE REGULATIONS

The proposed regulation provides technical clean-up of the regulations adopted in 1992 and 1993 and provide needed technical clean-up of inaccuracies in the adopted regulations. The proposed regulation also adds state and federal privacy requirements for student records and medical records; removes unneeded reformatting requirements; adds guidance for the awarding of grants; provides a more realistic timeline for appeals, which will ensure that grant funds reach local education agencies in a timely manner; removes consultation requirements regarding appeals with the Healthy Start Support Services for Children Program Council; and reestablishes the intent of the Legislature for a competitive request for applications process

NECESSITY/RATIONALE

Senate Bill 620 (Chapter 759, Statutes of 1991) established the Healthy Start Support Services for Children Act. *Education Code* sections 8800 et seq, refer to a process for request for applications, hence the technical correction in (a) removing reference to request for proposals. In addition, (b) is deleted removing an obsolete division name and any definition of “division.” This eliminates the need for future revision of this section.

Applicants must comply with state and federal privacy requirements for student records and medical records. Applications should not be modified by the California Department of Education in any way.

By removing lengthy timelines for appeals and the consultation with the Healthy Start Support Services for Children Program Council, applicants will be funded in a more expeditious manner and, therefore, children and families will receive services sooner.

The proposed regulations prevent circumvention of the competitive process for Healthy Start applicants. In addition, they assure quality planning and implementation of applications. They continue to assure program and fiscal accountability for applicants.

SECTION 11900. DEFINITIONS.

A technical correction was made in Section 11900(h), removing reference to request for proposals. In addition, subdivision (b) is deleted removing a prior division name and any definition of “division.” This eliminates the need for future revision of this section. The definitions have also been alphabetized so as to be consistent in format with the California Department of Education’s Title 5 regulations.

SECTION 11905. OPERATIONAL GRANTS.

Subdivision (i) adds the requirement for applicants to comply with all state and federal laws pertaining to the confidentiality of student records and privacy as well as all state and federal laws pertaining to the confidentiality of medical records.

SECTION 11915. REVIEW OF APPLICATIONS FOR OPERATIONAL AND PLANNING GRANTS.

Provides technical clean-up of the regulations adopted in 1992 and 1993. Specifically, a provision in (d)(3) for reformatting of request for applications is not needed.

SECTION 11920. AWARDING OF GRANTS.

Subdivisions (c), (d), and (e) provide guidance on the awarding of grants.

SECTION 11925. USE OF FUNDS.

A nonsubstantive change was made in subdivision (f).

SECTION 11930. GRANT AWARD APPEAL PROCESS.

Reference to a specific division and an obsolete address in subdivision (a) was deleted. Subdivision (b)(1) removes specific timeline requirements for appeals. A shorter timeline will be specified in the request for applications. Continuing to refine the appeal process, subdivision (c) removes the lengthy timeline for the State Superintendent of Public Instruction to respond to appeals and removes the requirement for consultation with the Healthy State Support Services for Children Program Council. A shorter, more responsive, timeline will be specified in the request for applications.

SECTION 11935. AWARDING OF GRANTS.

This section is being repealed because current regulations allow the application process, funding accountability, and the appeal process to be waived by the State Superintendent of Public Instruction.

TECHNICAL, THEORETICAL, AND OR EMPIRICAL STUDIES, REPORTS OR DOCUMENTS

The State Board did not rely upon any 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

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

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

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

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

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

03-08-05

STATE OF CALIFORNIA ARNOLD SCHWARZENEGGER, *Governor*

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

TITLE 5. EDUCATION

CALIFORNIA STATE BOARD OF EDUCATION

NOTICE OF PROPOSED RULEMAKING

Healthy Start
[Notice published May 20, 2005]

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

PUBLIC HEARING

California Department of Education staff, on behalf of the State Board, will hold a public hearing beginning at **9:00 a.m. on July 5, 2005**, at 1430 N Street, Room 1101, Sacramento. The room is wheelchair accessible. At the hearing, any person may present statements or arguments, orally or in writing, relevant to the proposed action described in the Informative Digest. The State Board requests that any person desiring to present statements or arguments orally notify the Regulations Coordinator of such intent. The State Board requests, but does not require, that persons who make oral comments at the hearing also submit a written summary of their statements. No oral statements will be accepted subsequent to this public hearing.

WRITTEN COMMENT PERIOD

Any interested person, or his or her authorized representative, may submit written comments relevant to the proposed regulatory action to the Regulations Coordinator. The written comment period ends at **5:00 p.m. on July 5, 2005**. The State Board will consider only written comments received by the Regulations Coordinator or at the State Board Office by that time (in addition to those comments received at the public hearing).

Written comments for the State Board's consideration should be directed to:

Debra Strain, Regulations Coordinator
California Department of Education
LEGAL DIVISION
1430 N Street, Room 5319
Sacramento, California 95814
E-mail: *dstrain@cde.ca.gov*
Telephone: (916) 319-0860
FAX: (916) 319-0155

AUTHORITY AND REFERENCE

Authority: Section 8804(b) and (i), Education Code.
References: Section 8801, 8804 and 8806, Education Code.

INFORMATIVE DIGEST/POLICY STATEMENT OVERVIEW

Senate Bill 620 (Chapter 759, Statutes of 1991) established the Healthy Start Support Services for Children Act. The Healthy Start initiative overcomes barriers to healthy productive lives for children in need of assistance by: creating a learning environment that is optimally responsive to the physical, emotional, and intellectual needs of each child; by fostering interagency collaboration and communication at the local level to more efficiently and effectively deliver human support services to children and their families; by encouraging the full use of existing agencies, professional personnel, and public and private funds to ensure that children are ready and able to learn, and to prevent duplication of services and unnecessary expenditures; and encouraging the development of a local interagency oversight mechanism that includes a records system to evaluate cost and effectiveness, and the development of a process of self-assessment of those records and the way in which they are used, to improve the effectiveness of the services.

In addition to *Education Code* sections 8800 et seq., regulations were adopted in 1992 and 1993. These proposed revised regulations provide needed technical clean-up of inaccuracies in the adopted regulations.

The proposed regulations also remove unneeded reformatting requirements; provide a more realistic timeline for appeals, which will ensure that grant funds reach local education agencies in a timely manner; add guidance for the awarding of grants; remove consultation requirements regarding appeals with the Healthy Start Support Services for Children Program Council; reestablish the intent of the Legislature for a competitive request for applications process; and add federal confidentiality requirements for student records and medical records.

DISCLOSURES REGARDING THE PROPOSED ACTION

Mandate on local agencies and school districts: TBD

Cost or savings to any state agency: TBD

Costs to any local agency or school district which must be reimbursed in accordance with Government Code Section 17561: TBD

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

Cost or savings in federal funding to the state: TBD

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

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

Adoption of these regulations will not:

(1) create or eliminate jobs within California;
(2) create new businesses or eliminate existing businesses within California; or
(3) affect the expansion of businesses currently doing business within California.

Significant effect on housing costs: TBD

Effect on small businesses: The proposed amendments to the regulations do not have an effect on small businesses because the regulations only relate to local school districts and not to business practices.

CONSIDERATION OF ALTERNATIVES

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:

Connie Bourne, Education Program Consultant
California Department of Education
School Health Connections and Healthy Start Office
1430 N Street, Suite 6409
Sacramento, CA 95814
Telephone: (916) 319-0496
E-mail: *cbourne@cde.ca.gov*

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 the Regulations Coordinator, or to the backup contact person, Natalie Vice, at (916) 319-0860.

AVAILABILITY OF INITIAL STATEMENT OF REASONS AND TEXT OF PROPOSED REGULATIONS

The Regulations 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 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 that 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 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 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 Web site at *http://www.cde.ca.gov/re/lr/rr/* .

REASONABLE ACCOMMODATION FOR ANY INDIVIDUAL WITH A DISABILITY

Pursuant to the *Rehabilitation Act of 1973,* the *Americans with Disabilities Act of 1990,* and the *Unruh Civil Rights Act,* any individual with a disability who requires reasonable accommodation to attend or participate in a public hearing on proposed regulations, may request assistance by contacting Connie Bourne, Consultant, School Health Connections and Healthy Start Office, 1430 N Street, Suite 6408, Sacramento, CA, 95814, telephone (916) 319-0496, fax (916) 445-7367. It is recommended that assistance be requested at least two weeks prior to the hearing.

Title 5. EDUCATION

Division 1. California Department of Education
Subchapter 18. Grant Program for Healthy Start

Article 1. Grants

§ 11900. Definitions.

Throughout this subchapter, unless otherwise indicated by the content:

~~(b) "Division" is the Children and Youth Services Division, California Department of Education.~~

(a)~~(d)~~ "Applicant" is a California local educational agency or consortium of local educational agencies involved in local agency collaboration that submits an application on behalf of qualifying schools for Healthy Start funds.

(b)~~(e)~~ "Application" is that document submitted in response to the Request for Applications.

(c)~~(g)~~ "Application narrative" is that portion of the application wherein the applicant provides a written description of local conditions and the proposed Healthy Start initiative.

(d)~~(f)~~ "Client-centered outcomes" means specific improvements in the academic performance, health status, and psycho-social functioning of children and families.

(e)~~(h)~~ "Comprehensive, integrated, school-linked services" means the establishment of a comprehensive, integrated system of services which includes school, health and human service providers, and community groups and provides assistance to children and families across multiple service areas.

(f)~~(i)~~ "Elements" are the requisite components that each application for funds must contain.

(g)~~(e)~~ "Local agency collaboration," as stated in Education Code ~~s~~Section 8806, ensures on-going consultation and collaboration with local agencies and involves, at a minimum, parents or guardians and teachers of eligible pupils and representatives of each member agency or private partner who will provide, or is anticipated to provide, services pursuant to the Healthy Start Support Services for Children Act (Education Code ~~s~~Section 8800 et seq.).

(h)~~(a)~~ “Request for Applications” is the California Department of Education~~, Interagency Children and Youth Services Division~~’s announcement for competitive award grants for the Healthy Start Program. ~~The Request for Applications is the document referred to in Education Code section 8804(b) as the Request for Proposals.~~ NOTE: Authority cited: Section 8804(b) and (i), Education Code. Reference: Sections 8804 and 8806, Education Code.

§ 11905. Operational Grants.

Operational grants applicants must ~~be~~ demonstrate:

(a) That the students and families they intend to serve have exceptional health, social, education, and/or economic needs, as described in Education Code ~~s~~Section 8801;

(b) That the applicant understands these needs and available resources;

(c) That the goals for students and families in the applicable community are clearly stated;

(d) That specific client-centered outcomes are identified that the applicant seeks to achieve;

(e) That the proposed programs will emphasize the provision of services which are prevention-oriented;

(f) Evidence that the applicant represents a local agency collaboration which will be functioning on behalf of children, youth, and their families, and that those participating in the local agency collaboration support the application;

(g) Evidence that the participants in the local agency collaboration offer a comprehensive plan for the activities that participating agencies will undertake; and

(h) That the applicant has maximized the use of existing financial and programmatic resources to implement fundamental changes to improve access to services and achieve the desired goals and client-centered outcomes.

(i) That the applicant shall comply with all state and federal laws pertaining to confidentiality of student records and privacy, including, but not limited to FERPA (Family Educational Right to Privacy Act, 20 U.S.C. 1232g) and PPRA (Pupil Privacy Rights Act, 20 U.S.C. 1232h), as well as state and federal laws pertaining to the

confidentiality of medical records, including but not limited to, HIPAA (Health Insurance Portability and Accountability Act, P.L. 104-191).

NOTE: Authority cited: Sections 8804(b) and (i), Education Code. Reference: Sections 8801, 8804 and 8806, Education Code.

§ 11915. Review of Applications for Operational and Planning Grants.

(a) Only those applications which are complete in their entirety (collaborative approval, Healthy Start Support Services budget, and application narrative) will be considered for funding.

(b) Submission deadline dates must be strictly adhered to and shall be those specified in the Request for Applications.

(c) The application narrative may not exceed 25 pages for operational grant applications; 12 pages for planning grant applications.

(d) An application narrative that meets the following format specifications will be considered in its entirety:

(1) The pages are single-sided, 8 - ½ inches by 11 inches.

(2) The top, bottom, left, and right margins are 1 inch minimum.

(3) The font is 12 point and does not exceed 6 lines per inch. ~~Where an application narrative violates the format specifications, the Division will reformat the application narrative for the purpose of determining how much of the narrative will be disallowed.~~

(e) Attachments to the narrative may include documents that support the narrative, not to exceed 10 pages. Attachments that are simply a continuation of the narrative will not be considered. Attachments may include but are not limited to student profile data (e.g., test scores, attendance, mobility, discipline, ethnicity, immunization status at the time of enrollment, etc.) and letters of support from parents. Memoranda of understanding that document the specific commitments from the local agency collaboration members may be attached to the application narrative and are excluded from the 10-page attachment limitation.

(f) Each complete and timely application will be reviewed and assessed according to the criteria in ~~subsections~~ subdivisions (g) and (h) below.

(g) Operational grant applications will be evaluated for the degree to which the application:

(1) Demonstrates an understanding of Healthy Start (Education Code ~~s~~Section 8800 et seq.) objectives by addressing each of the elements cited in Section 11905 in a clear and logical manner using appropriate supportive data;

(2) Demonstrates an understanding of student and/or family needs by describing underlying conditions and causes based on appropriate data sources including but not limited to students, families, and local public and private agencies that provide services.

(3) Assesses the strengths and limitations of existing community services and utilizes, redirects, restructures, or integrates local agency and community resources~~.~~;

(4) Actively addresses local needs including any unique cultural needs;

(5) Delineates fiscal and governance responsibilities of collaborative members;

(6) Describes achievable and client-centered outcomes;

(7) Demonstrates that there will be a specific mechanism in place ~~for teachers, other school site personnel and other providers~~ to refer students and families in need of assistance and to ensure that the supports are available for the individual students and families to access the needed services;

(8) Establishes a procedure for ongoing feedback regarding client-centered outcomes and local agency collaboration outcomes to clients and local agency collaboration participants;

(9) Establishes comprehensive, integrated school-linked services; and

(10) Establishes or tests innovative or new forms of service delivery and collaboration, including but not limited to, amount and sources of required funding, redirection or restructuring of staffing and funding, priorities for whom to serve, and agencies responsible for providing services.

(h) Planning grant applications will be evaluated for the degree to which the application demonstrates:

(1) An understanding of Healthy Start (Education Code ~~s~~Section 8800 et seq.) objectives by addressing each of the elements cited in Section 11910 in a clear and logical manner using appropriate supportive data;

(2) A plan for building a collaborative comprehensive, integrated school-linked services delivery system which will include ongoing participation of parents, teachers, community groups, and service providers;

(3) Specific planning activities for soliciting input from ethnic and linguistic groups in the community;

(4) A plan for reaching the specified goals based on a preliminary understanding of current student, facility, and community conditions, needed improvements, and steps to accomplish client-centered outcomes; and

(5) Evidence of efforts to include broad community support and a range of available resources.

NOTE: Authority cited: Sections 8804(b) and (i), Education Code. Reference: Sections 8804 and 8806, Education Code.

§ 11920. Awarding of Grants.

(a) All applications will be ranked in accordance with their assessed score.

(b) Grant awards will be awarded on the basis of an applicant's rank and any other factors established by Education Code ~~s~~Section 8804.

(c) If within the past six fiscal years, a school has been named in a funded collaborative planning grant and the LEA did not subsequently receive an operational grant, then the LEA is eligible to apply for another collaborative planning grant for the same school.

(d) If an LEA has been funded for an operational grant on behalf of an identified school, the LEA is not eligible for a subsequent operational grant for the same school.

(e) Recipients of previous grants must demonstrate a history of Healthy Start fiscal accountability in order to be funded.

NOTE: Authority cited: Sections 8804(b) and (i), Education Code. Reference: Sections 8804 and 8806, Education Code.

§ 11925. Use of Funds.

…

(f) State and/or federal categorical funds may not be used toward meeting the in-kind match requirement specified in Education Code ~~s~~Section 8804(c).

NOTE: Authority cited: 8804(b) and (i), Education Code. Reference: Sections 8804 and

8806, Education Code.

§ 11930. Grant Award Appeal Process.

(a) Applicants ~~that~~ who wish to appeal the grant award decision regarding the application must submit a letter of appeal to the State Superintendent of Public Instruction or designee ~~in care of the Interagency Children and Youth Services Division, California Department of Education, P.O. Box 944272, Sacramento, CA 94244-2720~~.

(b) The letter of appeal must:

(1) Be received by the date specified in the Request for Applications~~, which is approximately 60 days following the grand notification date~~;

(2) Describe the factors which caused the applicant to conclude that the readers did not follow the prescribed rating standards and explain why the score is in conflict with the rating standards described in Section 11915 or the grant award process described in Section 11920; and

(3) Identify specific information in the application that the applicant believes was overlooked or misinterpreted.

(c) The application will be reevaluated by California Department of Education staff or designees. The final decision on any recommendations to revise the original score of an application and/or fund the application will be made in writing ~~within 45 days of the deadline for receipt of letters of appeal,~~ by the State Superintendent of Public Instruction, or designee~~in consultation with the Healthy Start Support Services for Children Program Council~~. In the event that the state budget has not been approved for the next fiscal year, notification may be postponed until after state budget approval.

§ 11935. Waivers To Program Regulations.

~~(a) Grantees that wish to seek a waiver of Sections 11905 through 11930 regulations must submit a written request to the State Superintendent of Public Instruction, including the following information:~~

~~(1) The name, address, and phone number of the district or county superintendent requesting the waiver;~~

~~(2) The specific regulation for which the local educational agency requests a waiver;~~

~~(3) A statement explaining why the identified regulation inhibits effective program implementation;~~

~~(4) A complete description of budgetary implications and program budget revisions that would take place in the event that the waiver is granted; and~~

~~(5) The signature of the district or county superintendent requesting the waiver.~~

~~(b) Within 45 days of receiving the written request for a waiver, the State Superintendent of Public Instruction will grant or deny the waiver in writing based on the information provided in subsection (a) above.~~

NOTE: Authority cited: Sections 8804(b) and (i), Education Code. Reference: Sections 8804, Education Code.

03-08-05

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: May 2, 2005

TO: MEMBERS, STATE BOARD OF EDUCATION

FROM: Sue Stickel, Deputy Superintendent
Curriculum and Instruction Branch

RE: Item No. 42

SUBJECT: Healthy Start Regulations: Approve Commencement of Rulemaking Process to Make Various Revisions

Attached is the Economic and Fiscal Impact Statement for the Healthy Start Regulations. The analysis has determined that the proposed regulations would impose no additional costs upon local or state government.

Attachment 1: Economic and Fiscal Impact Statement (4 pages)

Clear Print

STATE OF CALIFORNIA

ECONOMIC AND FISCAL IMPACT STATEMENT

(REGULATIONS AND ORDERS)

STD. 399 (Rev. 2-98)

See SAM Sections 6600 - 6680 for Instructions and Code Citations

DEPARTMENT NAME	CONTACT PERSON	TELEPHONE NUMBER
Education	Don Killmer	323-2591
DESCRIPTIVE TITLE FROM *NOTICE REGISTER* OR FORM 400		NOTICE FILE NUMBER
Healthy Start (version 04/25/05)		Z

ECONOMIC IMPACT STATEMENT

A. ESTIMATED PRIVATE SECTOR COST IMPACTS *(Include calculations and assumptions in the rulemaking record.)*

1. Check the appropriate box(es) below to indicate whether this regulation:

☐ a. Impacts businesses and/or employees

☐ b. Impacts small businesses

☐ c. Impacts jobs or occupations

☐ d. Impacts California competitiveness

☐ e. Imposes reporting requirements

☐ f. Imposes prescriptive instead of performance standards

☐ g. Impacts individuals

☑ h. None of the above *(Explain below. Complete the Fiscal Impact Statement as appropriate.)*

h. *(cont.)* The activities specified in the regulations effect state and local governments only.

(If any box in Items 1 a through g is checked, complete this Economic Impact Statement.)

2. Enter the total number of businesses impacted:_____ Describe the types of businesses *(Include nonprofits)*:_____

Enter the number or percentage of total businesses impacted that are small businesses:_____

3. Enter the number of businesses that will be created: _____ eliminated: _____

Explain:_____

4. Indicate the geographic extent of impacts: ☐ Statewide ☐ Local or regional *(list areas):* _____

5. Enter the number of jobs created:_____ or eliminated:_____ Describe the types of jobs or occupations impacted:_____

6. Will the regulation affect the ability of California businesses to compete with other states by making it more costly to produce goods or services here?

☐ Yes ☐ No If yes, explain briefly:_____

B. ESTIMATED COSTS *(Include calculations and assumptions in the rulemaking record.)*

1. What are the total statewide dollar costs that businesses and individuals may incur to comply with this regulation over its lifetime? $_____

a. Initial costs for a small business: $_____ Annual ongoing costs: $_____ Years: _____

b. Initial costs for a typical business: $_____ Annual ongoing costs: $_____ Years: _____

c. Initial costs for an individual: $_____ Annual ongoing costs: $_____ Years: _____

d. Describe other economic costs that may occur:_____

2. If multiple industries are impacted, enter the share of total costs for each industry: _____

3. If the regulation imposes reporting requirements, enter the annual costs a typical business may incur to comply with these requirements. *(Include the dollar costs to do programming, record keeping, reporting, and other paperwork, whether or not the paperwork must be submitted.):* $_____

4. Will this regulation directly impact housing costs? ☐ Yes ☐ No If yes, enter the annual dollar cost per housing unit: $_____ and the number of units: _____

5. Are there comparable Federal regulations? ☐ Yes ☐ No Explain the need for State regulation given the existence or absence of Federal regulations: _____

Enter any additional costs to businesses and/or individuals that may be due to State - Federal differences: $_____

C. ESTIMATED BENEFITS *(Estimation of the dollar value of benefits is not specifically required by rulemaking law, but encouraged.)*

1. Briefly summarize the benefits that may result from this regulation and who will benefit: _____

2. Are the benefits the result of: ☐ specific statutory requirements, or ☐ goals developed by the agency based on broad statutory authority?

Explain: _____

3. What are the total statewide benefits from this regulation over its lifetime? $_____

D. ALTERNATIVES TO THE REGULATION *(Include calculations and assumptions in the rulemaking record. Estimation of the dollar value of benefits is not specifically required by rulemaking law, but encouraged.)*

1. List alternatives considered and describe them below. If no alternatives were considered, explain why not: _____

2. Summarize the total statewide costs and benefits from this regulation and each alternative considered:

Regulation:	Benefit: $_____	Cost: $_____
Alternative 1:	Benefit: $_____	Cost: $_____
Alternative 2:	Benefit: $_____	Cost: $_____

3. Briefly discuss any quantification issues that are relevant to a comparison of estimated costs and benefits for this regulation or alternatives: _____

4. Rulemaking law requires agencies to consider performance standards as an alternative, if a regulation mandates the use of specific technologies or equipment, or prescribes specific actions or procedures. Were performance standards considered to lower compliance costs? ☐ Yes ☐ No

Explain: _____

E. MAJOR REGULATIONS *(Include calculations and assumptions in the rulemaking record.)*
Cal/EPA boards, offices and departments are subject to the following additional requirements per Health and Safety Code section 57005.

ECONOMIC AND FISCAL IMPACT STATEMENT *cont. (STD. 399, Rev. 2-98)*

1. Will the estimated costs of this regulation to California business enterprises exceed $10 million ? ☐ Yes No *(If No, skip the rest of this section)*

2. Briefly describe each equally as effective alternative, or combination of alternatives, for which a cost-effectiveness analysis was performed:

   Alternative 1:_____

   Alternative 2:_____

3. For the regulation, and each alternative just described, enter the estimated total cost and overall cost-effectiveness ratio:

Regulation:	$ _____	Cost-effectiveness ratio: _____
Alternative 1:	$ _____	Cost-effectiveness ratio: _____
Alternative 2:	$ _____	Cost-effectiveness ratio: _____

FISCAL IMPACT STATEMENT

A. FISCAL EFFECT ON LOCAL GOVERNMENT *(Indicate appropriate boxes 1 through 6 and attach calculations and assumptions of fiscal impact for the current year and two subsequent Fiscal Years)*

☐ 1. Additional expenditures of approximately $_____in the current State Fiscal Year which are reimbursable by the State pursuant to Section 6 of Article XIII B of the California Constitution and Sections 17500 et seq. of the Government Code. Funding for this reimbursement:

☐ a. is provided in (Item_____,Budget Act of_____) or (Chapter_____,Statutes of_____

☐ b. will be requested in the_____Governor's Budget for appropriation in Budget Act of _____.
(FISCAL YEAR)

☐ 2. Additional expenditures of approximately $_____in the current State Fiscal Year which are not reimbursable by the State pursuant to Section 6 of Article XIII B of the California Constitution and Sections 17500 et seq. of the Government Code because this regulation:

☐ a. implements the Federal mandate contained in_____

☐ b. implements the court mandate set forth by the_____

court in the case of_____vs._____

☐ c. implements a mandate of the people of this State expressed in their approval of Proposition No._____at the_____ election;
(DATE)

☐ d. is issued only in response to a specific request from the _____

_____, which is/are the only local entity(s) affected;

☐ e. will be fully financed from the _____authorized by Section
(FEES, REVENUE, ETC.)

_____of the_____Code;

☐ f. provides for savings to each affected unit of local government which will, at a minimum, offset any additional costs to each such unit.

☐ 3. Savings of approximately $_____annually.

☐ 4. No additional costs or savings because this regulation makes only technical, non-substantive or clarifying changes to current law and regulations.

ECONOMIC AND FISCAL IMPACT STATEMENT *cont. (STD. 399, Rev. 2-98)*

☑ 5. No fiscal impact exists because this regulation does not affect any local entity or program.

☐ 6. Other. *** See Attached Analysis ***

B. FISCAL EFFECT ON STATE GOVERNMENT *(Indicate appropriate boxes 1 through 4 and attach calculations and assumptions of fiscal impact for the current year and two subsequent Fiscal Years.)*

☐ 1. Additional expenditures of approximately $_____in the current State Fiscal Year. It is anticipated that State agencies will:

☐ a. be able to absorb these additional costs within their existing budgets and resources.

☐ b. request an increase in the currently authorized budget level for the _____fiscal year.

☐ 2. Savings of approximately $_____in the current State Fiscal Year.

☑ 3. No fiscal impact exists because this regulation does not affect any State agency or program.

☐ 4. Other. *** See Attached Analysis ***

C. FISCAL EFFECT ON FEDERAL FUNDING OF STATE PROGRAMS *(Indicate appropriate boxes 1 through 4 and attach calculations and assumptions of fiscal impact for the current year and two subsequent Fiscal Years.)*

☐ 1. Additional expenditures of approximately $_____in the current State Fiscal Year.

☐ 2. Savings of approximately $_____in the current State Fiscal Year.

☐ 3. No fiscal impact exists because this regulation does not affect any federally funded State agency or program.

☑ 4. Other. *** See Attached Analysis ***

SIGNATURE		TITLE
✍		Ed. Fiscal Services Consultant
AGENCY SECRETARY [1] APPROVAL/CONCURRENCE	✍ Deputy Superintendent	DATE
DEPARTMENT OF FINANCE [2] APPROVAL/CONCURRENCE	PROJECT MANAGER ✍	DATE

Original on File

1. *The signature attests that the agency has completed the STD. 399 according to the instructions in SAM sections 6600-6680, and understands the impacts of the proposed rulemaking. State boards, offices, or departments not under an Agency Secretary must have the form signed by the highest ranking official in the organization.*

2. *Finance approval and signature is required when SAM sections 6600-6670 require completion of the Fiscal Impact Statement in the STD. 399.*

ITEM #43

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

SUBJECT	
Program to Reduce Class Size in Two Courses in Grade 9: Adopt Proposed Regulations	☒ **Action** ☒ **Information** ☐ **Public Hearing**

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) consider comments received during the public comment period and at the public hearing and take action to adopt regulations.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Education Code (*EC*) Section 52084(h) calls for the adoption of regulations governing the Program to Reduce Class Size in Two Courses in Grade 9 (Grade 9 CSR). Regulations are necessary to enable audits to be conducted of the Grade 9 CSR.

In March 2005, the State Board of Education approved commencement of the rulemaking process for new and revised regulations including the Initial Statement of Reasons and the Notice of Proposed Rulemaking, and directed staff to conduct a public hearing on the proposed regulations.

The Notice of Proposed Rulemaking was published March 18, 2005. A Public Hearing is scheduled for May 3, 2005, beginning at 9:00 a.m., at 1430 N Street, Room 1101, Sacramento. The public comment period ends at 5:00 p.m. on May 3, 2005.

SUMMARY OF KEY ISSUES

EC Section 52084(i) requires that Grade 9 CSR provisions be enforced by inclusion in the Audit Guide for kindergarten through grade 12 schools. The Audit Guide is subject to annual review and modification by the Education Audit Appeals Panel.

FISCAL ANALYSIS (AS APPROPRIATE)

The Economic and Fiscal Impact Statement identified no fiscal impact associated with the proposed regulations.

ATTACHMENT(S)

Attachment 1: Proposed Regulations: Title 5. EDUCATION. Division 1. California Department of Education. Chapter 14. School Finance, Subchapter 3.75. Program to Reduce Class Size in Two Courses in Grade 9 (3 Pages)

A last minute memorandum will include a summary of any written comments received and report on the public hearing

Title 5. EDUCATION

Division 1. California Department of Education

Chapter 14. School Finance

Subchapter 3.75. Program to Reduce Class Size in Two Courses in Grade 9

Add Sections 15140 and 15141 to read:

§ 15140. Definitions.

For purposes of administering the Program to Reduce Class Size in Two Courses in Grade 9 (Grade 9 CSR), pursuant to Education Code sections 52080 to 52090, inclusive, the following definitions shall apply:

(a) "Certification" means a declaration made by a school district attesting to the compliance of each participating school site with each of the provisions of Grade 9 CSR.

(b) "Class" means an organized group of pupils scheduled to report regularly at a particular time to a particular certificated teacher for the purpose of pursuing a particular course that is designated primarily for pupils in grade 9.

(c) "Course" means an instructional unit of an area or field of organized knowledge, usually provided on a semester, year, or prescribed length of time in the subjects designated as English, mathematics, science, and social studies.

(d) "Enrollment" means the pupils listed on the class rosters for classes participating in Grade 9 CSR. However, an individual pupil may not be included in the count of enrollment in a Grade 9 CSR class until the pupil has actually been in attendance at least once.

(e) "Full-year equivalent enrollment" (FYEE) means enrollment adjusted by the relationship of the number of school days during the school year that designated classes pursuant to Education Code Section 52084(a) participated in Grade 9 CSR to the total number of school days in the school year. To determine the FYEE the numerator of the fraction shall be the total number of school days during the school year that the designated classes participated in Grade 9 CSR. The denominator of the fraction shall be the total number of school days in the school year or, as appropriate, the total number of school days in the semester or two trimesters. The resulting

percentage shall be rounded to the nearest hundredth of a percent and multiplied by the enrollment as defined in Section 15140(d) above.

(f) “Per pupil rate” is the amount established in the Annual Budget Act adjusted annually for inflation pursuant to Education Code Section 52086.

NOTE: Authority cited: Sections 33031 and 52084(h), Education Code. Reference: Sections 52080 to 52090, Education Code.

§ 15141. Certification of Enrollment.

(a) For purposes of certifying pupil enrollment pursuant to Education Code sections 52084 and 52086 and enabling the apportionment of funds pursuant to Education Code Section 52086, each participating school district shall submit to the California Department of Education an annual MH-CSR9-A Request for Application (Rev.01/2005) with an estimate of participant enrollment numbers for the Grade 9 CSR program and, at the end of the school year, the J-9MH-A Report of Enrollment (Rev. 01/2005) with actual participant numbers. Both forms are incorporated by reference into this section. The forms are available at the following website address: http://www.cde.ca.gov/fg/aa/ca/mhcsr9thgrade.asp.

(b) For purposes of completing the MH-CSR9-A Request for Application (Rev. 01/2005) and the J-9MH-A Report of Enrollment (Rev. 01/2005), the following definitions shall apply:

(1) “Active Monthly Enrollment” is the average enrollment count for all instructional days of the month.

(2) “Student to Teacher Ratio” means the school-wide average number of students per certificated teacher for all participating Grade 9 CSR classes, regardless of the subject. Each participating school must have a student to teacher ratio no greater than 20 to 1, with no more than 22 pupils in any participating class pursuant to Education Code Section 52084(c). Students who are recognized as being in grades 10, 11, or 12, but who are nonetheless enrolled in participating classes are to be included in the total number. The result is rounded to 2 decimal places. A result of 20.49 or less will be rounded down to 20, and a result of 20.50 or greater will be rounded up to 21. Any school with a ratio of 20.50 or greater is not eligible to receive funding.

(c) Both the MH-CSR9-A Request for Application (Rev. 01/2005) and the J-9MH-A Report of Enrollment (Rev. 01/2005) shall be completed in full and submitted to the California Department of Education, in estimated form for the MH-CSR9-A Request for Application and in actual form for the J-9MH-A Report of Enrollment:

(1) For grade 9 class size reduction the forms shall include:

(A) The designated course or courses, which must be intended primarily for students recognized as being in grade 9.

(B) The student to teacher ratio as defined in Section 15141 (b)(2) above.

(2) For grades 10, 11, and 12, inclusive, class size reduction, pursuant to Education Code Section 52084(g), the forms shall include:

(A) The district-wide designated grade level and the designated course.

(B) The number of classes at each school and the total number of classes in the participating school district for the designated course.

(C) The number of pupils enrolled in classes at each school and the total number of pupils enrolled in all classes in the participating school district for the designated course.

(d) In apportioning funds pursuant to Education Code Section 52086, school district funding is calculated by multiplying the FYEE by the per pupil rate at each participating school. Maximum funding for one course may not exceed the total 9th grade student enrollment as reported in the California Basic Educational Data System (CBEDS) multiplied by the per pupil rate or, for two courses, two times the 9th grade student enrollment as reported in CBEDS multiplied by the per pupil rate. While a school may receive funding for non-ninth graders in grade 9 CSR classes, at least 50 percent of those enrolled in participating classes must be ninth graders.

Authority cited: Sections 33031 and 52084(h), Education Code. Reference: Sections 52084 and 52086, Education Code.

02-01-05

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: May 4, 2005

TO: MEMBERS, STATE BOARD OF EDUCATION

FROM: Sue Stickel, Deputy Superintendent
Curriculum and Instruction

RE: Item No. 43

SUBJECT: Program to Reduce Class Size in Two Courses in Grade 9: Adopt Proposed Regulations

Recommendation

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

- Approve the proposed amendments to the regulations;
- Direct that the proposed amendments be circulated for a 15-day public comment period in accordance with the Administrative Procedure Act;
- If no objections to the revisions are received during the 15-day public comment period, CDE shall complete the rulemaking package and submit the amended regulations to the Office of Administrative Law for approval; and
- If objections to the revisions are received during the 15-day public comment period, CDE shall place the amended regulations on the SBEs July, 2005 agenda for action following consideration of the comments received.

Summary of Key Issues

A public hearing was held on Tuesday, May 3, 2005, at 9:00 a.m. in Room 1101 of the CDE Building. No members of the public were present at the hearing. No written comments were received prior to the public hearing.

CDE staff recommended an edit to the definition of enrollment included in the proposed regulations section 15140 (d). The suggestion was made to clarify that a student must attend at least one day in the month in order to be considered enrolled for that month. The clarification will help prevent erroneous reporting of a student who drops a class, but is not removed from the enrollment list.

The CDE recommends accepting this revision.

CDE staff also noted a technical error on the J-9MH-A report form incorporated into the regulations. Item 3 was left off the list of Certification Statements on page one of the form included in the March SBE Agenda Item. This technical error has been corrected.

Attachment(s)

Attachment 1: Proposed Regulations: Title 5. EDUCATION. Division 1. California Department of Education. Chapter 14. School Finance, Subchapter 3.75. Program to Reduce Class Size in Two Courses in Grade 9 (3 Pages)

Attachment 2: Form MH-CSR9-A and Form J-9MH-A (6 pages)

Attachment 3: Final State of Reasons (1 page)

Title 5. EDUCATION

Division 1. California Department of Education

Chapter 14. School Finance

Subchapter 3.75. Program to Reduce Class Size in Two Courses in Grade 9

Add Sections 15140 and 15141 to read:

§ 15140. Definitions.

For purposes of administering the Program to Reduce Class Size in Two Courses in Grade 9 (Grade 9 CSR), pursuant to Education Code sections 52080 to 52090, inclusive, the following definitions shall apply:

(a) "Certification" means a declaration made by a school district attesting to the compliance of each participating school site with each of the provisions of Grade 9 CSR.

(b) "Class" means an organized group of pupils scheduled to report regularly at a particular time to a particular certificated teacher for the purpose of pursuing a particular course that is designated primarily for pupils in grade 9.

(c) "Course" means an instructional unit of an area or field of organized knowledge, usually provided on a semester, year, or prescribed length of time in the subjects designated as English, mathematics, science, and social studies.

(d) "Enrollment" means the pupils listed on the class rosters for classes participating in Grade 9 CSR. However, an individual pupil may not be included in the count of enrollment in a Grade 9 CSR class **for any month** until the pupil has actually been in attendance at least once **during that month**.

(e) "Full-year equivalent enrollment" (FYEE) means enrollment adjusted by the relationship of the number of school days during the school year that designated classes pursuant to Education Code Section 52084(a) participated in Grade 9 CSR to the total number of school days in the school year. To determine the FYEE the numerator of the fraction shall be the total number of school days during the school year that the designated classes participated in Grade 9 CSR. The denominator of the fraction shall be the total number of school days in the school year or, as appropriate, the total number of school days in the semester or two trimesters. The resulting

percentage shall be rounded to the nearest hundredth of a percent and multiplied by the enrollment as defined in Section 15140(d) above.

(f) "Per pupil rate" is the amount established in the Annual Budget Act adjusted annually for inflation pursuant to Education Code Section 52086.

NOTE: Authority cited: Sections 33031 and 52084(h), Education Code. Reference: Sections 52080 to 52090, Education Code.

§ 15141. Certification of Enrollment.

(a) For purposes of certifying pupil enrollment pursuant to Education Code sections 52084 and 52086 and enabling the apportionment of funds pursuant to Education Code Section 52086, each participating school district shall submit to the California Department of Education an annual MH-CSR9-A Request for Application (Rev.01/2005) with an estimate of participant enrollment numbers for the Grade 9 CSR program and, at the end of the school year, the J-9MH-A Report of Enrollment (Rev. 01/2005) with actual participant numbers. Both forms are incorporated by reference into this section. The forms are available at the following website address: http://www.cde.ca.gov/fg/aa/ca/mhcsr9thgrade.asp.

(b) For purposes of completing the MH-CSR9-A Request for Application (Rev. 01/2005) and the J-9MH-A Report of Enrollment (Rev. 01/2005), the following definitions shall apply:

(1) "Active Monthly Enrollment" is the average enrollment count for all instructional days of the month.

(2) "Student to Teacher Ratio" means the school-wide average number of students per certificated teacher for all participating Grade 9 CSR classes, regardless of the subject. Each participating school must have a student to teacher ratio no greater than 20 to 1, with no more than 22 pupils in any participating class pursuant to Education Code Section 52084(c). Students who are recognized as being in grades 10, 11, or 12, but who are nonetheless enrolled in participating classes are to be included in the total number. The result is rounded to 2 decimal places. A result of 20.49 or less will be rounded down to 20, and a result of 20.50 or greater will be rounded up to 21. Any school with a ratio of 20.50 or greater is not eligible to receive funding.

(c) Both the MH-CSR9-A Request for Application (Rev. 01/2005) and the J-9MH-A Report of Enrollment (Rev. 01/2005) shall be completed in full and submitted to the California Department of Education, in estimated form for the MH-CSR9-A Request for Application and in actual form for the J-9MH-A Report of Enrollment:

(1) For grade 9 class size reduction the forms shall include:

(A) The designated course or courses, which must be intended primarily for students recognized as being in grade 9.

(B) The student to teacher ratio as defined in Section 15141 (b)(2) above.

(2) For grades 10, 11, and 12, inclusive, class size reduction, pursuant to Education Code Section 52084(g), the forms shall include:

(A) The district-wide designated grade level and the designated course.

(B) The number of classes at each school and the total number of classes in the participating school district for the designated course.

(C) The number of pupils enrolled in classes at each school and the total number of pupils enrolled in all classes in the participating school district for the designated course.

(d) In apportioning funds pursuant to Education Code Section 52086, school district funding is calculated by multiplying the FYEE by the per pupil rate at each participating school. Maximum funding for one course may not exceed the total 9th grade student enrollment as reported in the California Basic Educational Data System (CBEDS) multiplied by the per pupil rate or, for two courses, two times the 9th grade student enrollment as reported in CBEDS multiplied by the per pupil rate. While a school may receive funding for non-ninth graders in grade 9 CSR classes, at least 50 percent of those enrolled in participating classes must be ninth graders.

Authority cited: Sections 33031 and 52084(h), Education Code. Reference: Sections 52084 and 52086, Education Code.

04-21-05

MH-CSR9-A (Rev. 01/2005)

MORGAN-HART CLASS SIZE REDUCTION PROGRAM
FY _____ APPLICATION

Purpose: This page declares the school district's intent to participate in the Morgan-Hart Class Size Reduction Program for the _____ fiscal year.

County/District Code: ____-_____ County:_____ District:_____

Contact Person:_____Title:_____

Address:_____City_____ Zip _____

Telephone (_____)_____e-mail_____ FAX:(_____)_____

This district will participate in the Morgan-Hart Class Size Reduction Program for FY _____. **Yes:** ____ **No**: _____

The following is for districts that participated in the Morgan-Hart Class Size Reduction Program in fiscal year 1997-98 in grade 10, 11 or 12, and have continuously operated the program.
This district will participate in the Morgan-Hart Class Size Reduction Program Grade Level (10, 11 or 12) for FY _____. **Yes:** ____ **No**: _____

Certification Statements

As a condition of receiving funding for the Morgan-Hart Program to Reduce Class Size in Grade Nine (California *Education Code* sections 52080 through 52090), I certify that the following statements are true and correct:

1. The Grade Nine course or the two Grade Nine courses designated to participate in the class size reduction program count toward the completion of graduation requirements established in California *Education Code* Section 51225.3(a)(1)(A), (B), (C), or (D), and that one of the courses designated in Grade Nine is English [California *Education Code* Section 52084(a)].
2. The Local Education Agency applying for these funds is not a County board of education or a County superintendent of schools, which are not be eligible to participate. [California *Education Code* Section 52081 (a) and (b)].
3. All of the participating classes in each participating school are included in this report [California *Education Code* Section 52084(b)]. All of the participating classes in each participating school on the average can have no more than 20 students per certificated teacher and no more than 22 students in any participating class [California *Education Code* Section 52084(c)].
4. All special education students enrolled in special day classes on a full-time basis are excluded from enrollment counts [California *Education Code* Section 52084(d)(1)].
5. All students enrolled in necessary small schools that receive funding pursuant to Article 4 (commencing with Section 42280) of Chapter 7 of Part 24 of the California *Education Code* are excluded from enrollment counts [California *Education Code* Section 52084(d)(2)].
6. Implementation of this program has not adversely affected existing class size in courses not included in the class size reduction program [California *Education Code* Section 52084(e)].

CERTIFICATION ***I hereby certify that, to the best of my knowledge and belief, this report is true and correct and is in compliance with state law and administrative provisions of the California Department of Education and the State Board of Education.***	
District Superintendent's Signature:	**Date:**

Submit Pages 1, 2 and 3 (if applicable) to:
Categorical Programs Unit
School Fiscal Services Division
California Department of Education
1430 N Street, Suite 3800
Sacramento, CA 95814

MH-CSR9-A (Rev. 01/2005)

MORGAN-HART CLASS SIZE REDUCTION PROGRAM

_____ **Application Form**

Purpose: Use this page to apply for funding for Grade Nine classes.

County/District Code: ____-_____ County Name:_____ District Name:_____

Column A	Column B	Column C	Column D		Column E	Column F	Column G	Column H	Column I
School Name	**School Code**	**Grade Nine Designated Subject(s) English (and Math or Science or Social Studies)**	**Estimated _____ Grade Nine Full-Year Equivalent Enrollment (FYEE)**		**Estimated Funding Grade Nine English**	**Estimated Funding Grade Nine Math**	**Estimated Funding Grade Nine Science**	**Estimated Funding Grade Nine Social Studies**	**Estimated Funding Per School**
		X.		$	$				
1.		Y.		$		$	$	$	$
		X.		$	$				
2.		Y.		$		$	$	$	$
		X.		$	$				
3.		Y.		$		$	$	$	$
		X.		$	$				
4.		Y.		$		$	$	$	$
		X.		$	$				
5.		Y.		$		$	$	$	$
		X.		$	$				
6.		Y.		$		$	$	$	$
		X.		$	$				
7.		Y.		$		$	$	$	$
		X.		$	$				
8.		Y.		$		$	$	$	$
Estimated Totals for FYEE, Each Course and Estimated Total Funding for the District				$	$	$	$	$	$

* Actual funding rate will be determined by the Annual State Budget Act.

MH-CSR9-A (Rev. 01/2005)

MORGAN-HART CLASS SIZE REDUCTION PROGRAM, GRADES 10, 11, or 12
FY _____ Supplemental Application Form

Purpose: Use this page to apply for continued funding for Grade 10, Grade 11 or Grade 12 classes.

This page is to be submitted only by school districts that participated in the Morgan-Hart Class Size Reduction Program in fiscal year 1997-98 in grade 10, 11 or 12, and have continuously operated the program.

County/District Code: ____-_____ County Name:_____ District Name:_____

Column A	Column B	Column C	Column D	Column E
School Name	**School Code**	**Grade Level 10, 11, or 12**	**Designated Subject**	**October ____ Enrollment**
1.				
2.				
3.				
4.				
5.				
6.				
7.				
			Total enrollment Grade 10, 11, or 12	

FINAL STATEMENT OF REASONS

UPDATE OF INITIAL STATEMENT OF REASONS

California *Education Code* section 52084(h) calls for the adoption of regulations governing the Program to Reduce Class Size in Two Courses in Grade 9 (Grade 9 CSR). Regulations are necessary to enable audits to be conducted of the Grade 9 CSR. In March 2005, the State Board of Education (SBE) approved commencement of the rulemaking process for new and revised regulations including the Initial Statement of Reasons and the Notice of Proposed Rulemaking, and directed staff to conduct a public hearing on the proposed regulations, which was held on May 3, 2005. No written or oral comments were received during the 45-day public comment period. However, upon further review of the regulations, CDE staff recommended that language in the definition of Enrollment be clarified. CDE staff recommended an edit to the definition of enrollment included in the proposed regulations section 15140 (d). The suggestion was made to clarify that a student must attend at least one day in the month in order to be considered enrolled for that month. The clarification will help prevent erroneous reporting of a student who drops a class, but is not removed from the enrollment list. The change is substantive and, therefore, the CDE staff request that the regulations be approved and circulated for a 15-day comment period.

SECTION 15140 and 15141

SECTION 15140. This section defines certain terms that are used (but not defined) in the statutory language establishing Grade 9 CSR, which is found in California *Education Code* sections 52080 to 52090, inclusive.

SECTION 15141. This section provides for the certification of enrollment for Grade 9 CSR. The certification is needed to properly apportion funds to participating school districts as specified in statute.

SUMMARY AND RESPONSE TO COMMENTS RECEIVED DURING THE INITIAL NOTICE PERIOD OF MARCH 18, 2005 TO MAY 3, 2005

The text was made available to the public from March 18, 2005 through May 3, 2005, inclusive. The State Board did not receive any comments.

ALTERNATIVES DETERMINATION

The State Board has determined that no alternative would be more effective in carrying out the purpose for which the regulation is proposed or would be as effective and less burdensome to affected private persons than the proposed regulation.

LOCAL MANDATE DETERMINATION

The proposed regulations do not impose any mandate on local agencies or school districts.

CALIFORNIA STATE BOARD OF EDUCATION

MAY 2005 AGENDA

SUBJECT	
Elimination of the mulitrack year-round education Concept 6 calendar by Lodi Unified School District and Los Angeles Unified School District pursuant to California *Education Code* sections 37680-37695, Chapter 901, Statutes of 2004 (AB 1550).	☒ **Action** ☒ **Information** ☐ **Public Hearing**

RECOMMENDATION

Approve the Comprehensive Action Plans (CAP) for Lodi Unified School District (LUSD) and Los Angeles Unified School District (LAUSD) to eliminate the use of the Concept 6 calendar.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

This subject has not previously been a State Board of Education (SBE) discussion or action item.

SUMMARY OF KEY ISSUES

California *Education Code* (EC) Section 37683 requires that the SBE annually approve or disapprove a district's CAP to eliminate the use of the multitrack year-round education Concept 6 calendar. Assembly Bill (AB) 1550, part of the *Williams* settlement, added *EC* sections 37680-37695. These sections prohibit the use of Concept 6 calendars after July 1, 2012. Concept 6 is a multitrack year-round calendar that divides the student population into three tracks of which two tracks attend the school at one time. The Concept 6 calendar provides the maximum increase in the number of students that can attend a school but limits the number of instructional days to 165 instead of the required 180 (*EC* Section 37670). The lost days of instruction are made up by adding additional minutes to each school day.

During the 2004-05 school year, the Los Angeles Unified School District operated 130 Concept 6 Schools with a total resident enrollment of 255,431 as listed in Attachment 1. The Lodi Unified School District operated nine Concept 6 Schools with a total enrollment of 6,385 as listed in Attachment 3. These are the only districts that operate Concept 6 schools.

AB 1550 requires that as a condition of operating a Concept 6 program at a school in the 2004-05 school year or thereafter, a district shall present to the California Department of Education (CDE) a CAP detailing the steps to be taken annually to eliminate the use of the Concept 6 program as soon as practicable, but no later than July 1, 2012.
The CAP must evaluate:

a. Demographic forecasts
b. The number of classroom “seats” available and needed
c. Class sizes
d. Educational program needs
e. Project timelines
f. Funding needs
g. Source of funds
h. Site acquisition and construction phasing
i. Reasonable numerical goals in eliminating the use of Concept 6

The CDE is to make a recommendation to the SBE for approval or disapproval of the plans submitted. CDE staff has reviewed the plan prepared by each district and has determined that the CAP for each district provides a plan for the elimination of Concept 6 by 2012.

In summary, the LAUSD has proposed the construction of 76,333 new seats. Of this, 50,853 seats will be used to relieve the District of the multitrack year-round Concept 6 calendar. The additional seats will be used to relieve the critically overcrowded schools, enrollment growth, and to allow students to attend the schools within their resident area. The District used resident enrollment to indicate the number of students who will attend their neighborhood schools without the need for busing the students more than 40 minutes. AB 1550 stipulates that a district may not transport students to another school more than 40 minutes away from the student’s school of residence as a means to eliminate the Concept 6 program.

As detailed in Attachment 2, the LAUSD has acquired the sites for 59 new schools that will house 56,361 students. The District has awarded construction contracts for 51 new schools with a total capacity of 48,356.

The LUSD is proposing to build one additional school and classroom additions at several existing schools in order to eliminate the use of the Concept 6 calendar. The District is also planning to decrease the attendance area at several of the schools to reduce the schools’ enrollment. The District, in their CAP, used California Basic Educational Data System (CBEDS) enrollment since the pupils within the district attend the schools within their resident area. LUSD has a need for an additional 1,422 seats and have planned capacity additions of 1,631 new seats, as outlined in their CAP. The additional seats would relieve the use of the Concept 6 program and accommodate growth. The district has been funded through the State Allocation Board for 1,575 seats. The new seats funded by the state with the District’s contribution will provide adequate housing for the students being displaced as a result of the elimination of the use of the Concept 6 program.

The Superintendent of Public Instruction is required to confer with the Office of Public School Construction (OPSC) in making the determination if an adequate source of funds has been identified to implement a district’s CAP. The opinion of the OPSC for LUSD is contained in Attachment 5. A Last Minute Memorandum will be provided which will provide the Office of Public School Construction’s opinion for the LAUSD.

FISCAL ANALYSIS (AS APPROPRIATE)

EC 37686 specifies that if a District fails to meet its annual numerical goals for any two consecutive years between 2005 and 2012, the District shall be prohibited from approving any new construction or new portable classrooms other than for a project directly designed to eliminate the use of the Concept 6 program. To the extent permitted by law, the District may not designate revenues from developer fees for any purpose not directly related to eliminating the Concept 6 program until substantial progress is made toward meeting its annual numerical goals.

The development of the CAP by the Districts and the review of each CAP by CDE required significant efforts by staff at both the Districts and CDE. The CDE has been working with each District since AB 1550 was signed by the governor on September 29, 2004. The CDE submitted a Budget Change Proposal requesting a position to work with the Districts and for the annual review of the CAPs. This position was not provided.

ATTACHMENT(S)

Attachment 1: List of Concept 6 Schools in the Los Angeles Unified School District (3 Pages)

Attachment 2: List of projects to relieve Concept 6 Schools in the Los Angeles Unified School District including if the district has site acquisition and/or award of construction contracts (2 Pages)

Attachment 3: List of Concept 6 Schools in the Lodi Unified School District (1 Page)

Attachment 4: List of projects to relieve Concept 6 Schools in the Lodi Unified School District (1 Page)

Attachment 5: Letter from the Office of Public School Construction on the Financing Plan for Lodi Unified School District (1 Page) (This attachment is not available for Web viewing. A printed copy is available for viewing in the State Board of Education office.)

Further information regarding the letter from the Office of Public School Construction on the Financing Plan for the Los Angeles Unified School District will be provided in a Last Minute Memorandum.

List of Concept 6 Schools in the Los Angeles Unified School District

This is a list of Concept 6 schools and 2004-05 resident enrollment in the Los Angeles Unified School District. Resident enrollment is the number of grade level appropriate pupils who live in a school's attendance area and attend that school, participate in a transportation program (other than magnet), or participate in the open enrollment program. In this case, students attending a school on a permit are 'returned' to their neighborhood school but not magnet students.

School	Resident Enrollment
10th Street Elementary	1,679
135th Street Elementary	1,000
28th Street Elementary	1,856
49th Street Elementary	1,847
92nd Street Elementary	985
Adams Middle	1,777
Alexandria Elementary	1,883
Allesandro Elementary	386
Alta Loma Elementary	903
Aragon Elementary	693
Arco Iris Primary Center	205
Arminta Elementary	906
Ascot Elementary	1,156
Bell Senior	5,400
Belmont Senior	6,931
Berendo Middle	4,200
Bryson Elementary	1,089
Burbank Middle	2,175
Cahuenga Elementary	2,481
Camellia Elementary	1,443
Canoga Park Elementary	1,389
Carver Middle	3,362
Coldwater Canyon Elementary	1,203
Commonwealth Elementary	1,572
Corona Elementary	1,799
Dena Elementary	777
Drew Middle	2,844
Edison Middle	2,431
Elizabeth Learning Center	2,558
Esperanza Elementary	1,129
Fair Elementary	1,668
Fenton Avenue School	1,541
Figueroa Elementary	847
Fishburn Elementary	1,068
Fletcher Driver Elementary	871
Florence Elementary	1,038

Foshay Learning Center		4,092
Franklin Senior High		3,017
Fremont Senior High		5,827
Fries Elementary		1,222
Gage Middle		3,861
Garfield Senior High		4,940
Gates Elementary		907
Grant Elementary		1,274
Gratts Elementary		975
Gridley Elementary		1,140
Gulf Elementary		1,429
Harbor City Elementary		817
Harrison Elementary		1,091
Hazeltine Elementary		1,274
Heliotrope Elementary		1,169
Hobart Blvd Elementary		1,904
Hollywood Senior High		2,829
Hooper Elementary		1,959
Hughes Elementary		1,507
Huntington Park Senior		5,122
Independence Elementary	816	
Jefferson Senior High		5,859
Kindergarten Learning Academy		202
King Middle		2,665
Kittridge Elementary		1,102
Lafayette Park Elementary		295
Langdon Elementary		2,091
Latona Elementary		456
Le Conte Middle		2,238
Liberty Elementary		1,294
Liggett Elementary		1,276
Lockwood Elementary		975
Loma Vista Elementary		1,367
Loreto Elementary		623
Los Angeles Academy Middle		3,225
Los Angeles Elementary		1,072
Los Angeles Senior High		5,593
Magnolia Elementary		1,612
Main Street Elementary		1,730
Manchester Elementary		1,454
Manual Arts Senior High		5,254
Marshall Senior High		4,218
Menlo Elementary		1,269
Middleton Elementary		1,861
Miles Elementary		2,539
Miramonte Elementary		2,035
Monroe Senior High		4,984
Montara Avenue Elementary		777

Morningside Elementary	1,149
Nimitz Middle	3,614
Noble Elementary	2,181
North Hollywood New PC #4	194
North Hollywood Senior High	4,190
Nueva Vista Elementary	1,163
Oxnard Elementary	1,146
Parmelee Elementary	1,387
Pio Pico Elementary	2,164
Plummer Elementary	2,099
Politi Elementary	961
Polytechnic Senior High	4,880
Primary Academy	514
Ramona Elementary	1,350
Reed Middle	2,006
Roosevelt Senior High	4,706
Roscoe Elementary	1,208
Rosemont Elementary	1,587
Russell Elementary	1,396
San Antonio Elementary	746
San Fernando Senior High	4,348
San Gabriel Elementary	1,013
San Miguel Elementary	1,101
Santa Monica Community Charter	1,246
South Gate Middle	2,761
South Gate Senior	5,481
Stanford Elementary	1,120
State Elementary	1,434
Strathern Elementary	1,213
Sun Valley Middle	3,161
Sylvan Park Elementary	1,196
Tweedy Elementary	710
Van Nuys Elementary	1,068
Van Nuys Senior High	3,186
Victoria Elementary	1,545
Victory Elementary	1,306
Vine Elementary	953
Virgil Middle	4,606
Walnut Park Elementary	1,274
Washington Prep Senior	2,489
Weigand Elementary	496
West Vernon Elementary	1,398
White House Pl Primary	265
Wilton Place Elementary	1,697
Woodcrest Elementary	1,393
TOTAL	255,431

List of New Construction Projects to Relieve Concept 6 Schools In the Los Angeles Unified School District

Relieving School New Construction	Land Acquisition	Contract Awarde d	Planning Capacity
Canoga Park Elementary School	Yes	Yes	536
Monroe Elementary School #2	Yes	Yes	904
Noble Elementary School	Yes	Yes	804
North Hollywood Elementary School #3	Yes	Yes	766
Valley Region Elementary School #7	2006	2007	775
Valley Region Elementary School #8	2006	2007	725
Valley Region Elementary School #9	2006	2007	625
East Valley Area Middle School #1	Yes	Yes	1,620
Valley High School #1	Yes	Yes	870
Valley Region High School #4	Yes	2006	1,215
Valley Region High School #5	Yes	2006	1,215
East Valley High School #2	Yes	Yes	1,512
East Valley High School #3	Yes	Yes	2,142
East Valley High School #1A	Yes	2006	1,304
East Valley High School #1B	Yes	Yes	1,392
Central Los Angeles High School #9	Yes	Yes	1,584
Central Los Angeles High School #10 & 12	Yes	Yes	1,713
Central Los Angeles High School #11	Yes	Yes	2,600
Central Los Angeles High School #2	Yes	Yes	2,145
Central Los Angeles High School #1	Yes	Yes	1,875
Central Los Angeles Reg High School #13	2006	2007	975
South Los Angeles High School #3	2006	2006	942
Central Los Angeles Learning Center #1	Yes	Yes	2,430
Alexandria Elementary School #1	Yes	Yes	672
Cahuenga Elementary School #1	Yes	Yes	804
Belmont Elementary School #6	Yes	Yes	864
Central Los Angeles Learning Center #1	Yes	2007	1,600
Belmont Primary Center #11	Yes	Yes	262
Central Region Elementary School #15	2006	2007	525
Gratts Primary Center	Yes	2006	262
Los Angeles Elementary School #1	Yes	Yes	519
Los Angeles Primary Center #5	Yes	Yes	262
Marshall Primary Center #1	Yes	Yes	262
Belmont Primary Center #12	Yes	Yes	262
Ramona Elementary School #1	Yes	Yes	550
Santa Monica Primary Center	Yes	Yes	262
Central Los Angeles Middle School #1	Yes	Yes	1,512
Central Los Angeles Learning Center #1	Yes	2006	594
Central Los Angeles Middle School #3	Yes	2006	789
Jefferson Elementary School #2	Yes	Yes	831
Central reg Middle School #6	2006	2008	648
Dena Primary center	Yes	Yes	171
Hooper Primary Center	Yes	Yes	262
Jefferson Primary Center #6	Yes	Yes	262

Jefferson Elementary School #1	Yes	Yes	724
Jefferson Elementary School #7	Yes	Yes	530
Central Reg Elementary School #16	2006	2007	575
Central Los Angeles Middle School #4	Yes	Yes	1,512
Central Los Angeles Reg Middle School #7	2006	2007	1,350
East Los Angeles High School #2	2006	2008	1,215
East Los Angeles High School #1	Yes	2006	1,026
Orthopaedic Magnet	Yes	Yes	762
South Los Angeles High School #1	Yes	Yes	2,112
Corona Primary Center	Yes	Yes	242
Huntington Park elementary School #7	Yes	Yes	519
Maywood Elementary School 35	Yes	Yes	519
State Elementary School #1	Yes	Yes	612
Huntington Park Elementary School #3	Yes	Yes	516
Middleton Primary Center	Yes	Yes	262
Southgate Elementary School #6	Yes	Yes	541
South Region Elementary School #3	2006	2008	725
Stanford Primary Center	Yes	Yes	310
Southeast Middle School #3	Yes	Yes	1,338
South Region Middle School #2	2006	2008	972
Bell Elementary School #3	Yes	Yes	522
Southeast Learning Center	Yes	Yes	1,071
Southeast High School #2	Yes	Yes	2,484
South Region High School #3	2006	2008	1,620
Fremont Primary center #2	Yes	Yes	262
South Region Elementary School #2	2006	2008	1,050
Washington Primary Center #1	Yes	Yes	260
South Region Elementary School #1	2006	2008	1,050
South Region Elementary School #2	2006	2008	1,050
South Region High School #2	Yes	Yes	1,620
South Region High School #6	2006	2008	351
Bannign Elementary School #1	Yes	Yes	988
South Region K-8 #1	2006	2008	1,265

List of Additions to Existing Campuses to Relieve Concept 6 in Los Angeles Unified School District

Existing School Addition	Planning Capacity
Sylvan Park Elementary School	92
Morningside Elementary	230
Commonwealth	414
Aragon Elementary School	402
Fletcher Drive Elementary School	506
Magnolia Elementary School	368
Rosemont Elementary School	184
Alta Loma Elementary School	92
Ascot	368
Loreto	230

Washington Prep Senior High School	648

List of Concept 6 Schools and 2004-05 CBEDs Enrollment in the Lodi Unified School District

School	CBEDs Enrollment
Beckman Elementary	800
Creekside Elementary	813
Lakewood Elementary	627
Leroy Nichols Elementary	606
Erma Reese Elementary	701
Vinewood Elementary	690
Wagner-Holt Elementary	728
George Washington Elementary	738
Westwood Elementary	682
TOTAL	6,385

List of Projects to Relieve Concept 6 Schools In the Lodi Unified School District

		Planned Capacity
Ellerth E. Larson Elementary School (opening July 2005)		806
Additions:		
Beckman Elementary addition		50
Leroy Nichols addition		25
Westwood Elementary addition		250
Creekside Elementary addition		250
Wagner Holt Elementary addition		250
	Total	1,631