Meeting Agenda - November 2005

California State Board of Education.

AGENDA

November 9-10 , 2005

State Board Members

Ruth E. Green, President
Glee Johnson, Vice President

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

Secretary & Executive Officer
Hon. Jack O'Connell

Executive Director
Vacant

SCHEDULE OF MEETING

Wednesday, November 9, 2005
9:00 a.m. ±

STATE BOARD OF EDUCATION
Closed Session – IF NECESSARY
(The public may not attend.)

LOCATION

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
- *Coachella Valley Unified School District, et.al., v. State of California, et.al.* Case No. CPF-05-505334
- *Coachella Valley Unified School District, et al. v. State of California, et al.,* Case No. C-05-2657 WHA
- *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
- *K.C. et al. v. Jack O'Connell, et al*., U.S. District Court, Northern District of California, Case No. C 05 4077 MMC
- *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.

Wednesday, November 9, 2005	**California Department of Education**
9:00 a.m. ± (Upon Adjournment of Closed Session, if held) STATE BOARD OF EDUCATION Public Session	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.

Thursday, November 10, 2005	**California Department of Education**
8:00 a.m. ± STATE BOARD OF EDUCATION Closed Session – IF NECESSARY (The public may not attend.)	1430 N Street, Room 1101 Sacramento, California (916) 319-0827

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

Thursday, November 10, 2005	**California Department of Education**
8:00 a.m. ± (Upon Adjournment of Closed Session, if held) STATE BOARD OF EDUCATION Public Session	1430 N Street, Room 1101 Sacramento, CA 95814 (916) 319-0827

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

ALL TIMES ARE APPROXIMATE AND ARE PROVIDED FOR CONVENIENCE ONLY
ALL ITEMS MAY BE RE-ORDERED TO BE HEARD

ON ANY DAY OF THE NOTICED MEETING
THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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

REASONABLE ACCOMMODATION FOR ANY INDIVIDUAL WITH A DISABILITY

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

CALIFORNIA STATE BOARD OF EDUCATION

FULL BOARD
Public Session

AGENDA

November 9-10, 2005

Wednesday, November 9, 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 (September 2005 Meeting)

Announcements

Communications

REPORT OF THE SUPERINTENDENT

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

NOTE: Items not heard or completed on November 9, 2005, will be carried over to November 10, 2005.

ITEM 1 (DOC; 169KB; 3pp.)	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; 58KB; 1p.)	PUBLIC COMMENT. Public Comment is invited on any matter not included on the printed agenda. Depending on the number of individuals wishing to address the	INFORMATION

	State Board, the presiding officer may establish specific time limits on presentations.	

ITEM 3 (DOC; 57KB; 1p.)	Reports from the 2005-06 Student Advisory Board on Education (SABE)	INFORMATION

ITEM 4 (DOC; 57KB; 1p.)	2006-07 State Board of Education Student Member: Selection of Three Finalists.	INFORMATION ACTION

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

Public Hearing on the following agenda item will commence no earlier than 10:30 a.m. The Public Hearing will be held after 10:30 a.m. as the business of the State Board permits.

ITEM 5 (DOC; 362KB; 41pp.)	2005 History-Social Science Primary Adoption: Curriculum Development and Supplemental Materials Commission Recommendations • Last Minute Memorandum (DOC; 870KB; 107pp.)	INFORMATION ACTION PUBLIC HEARING

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

ITEM 6 (DOC; 60KB; 3pp.)	2006 Science Primary Adoption of Instructional Materials: Appointment of Instructional Materials Advisory Panel Members and Content Review Panel Experts • Attachment 1 (PDF; 116KB; 15pp.) • Attachment 2 (PDF; 64KB; 9pp.)	INFORMATION ACTION

ITEM 7 (DOC; 57KB; 3pp.)	2006 Visual and Performing Arts Primary Adoption of Instructional Materials: Appointment of Instructional Materials Advisory Panel Members and Content Review Panel Experts • Attachment 1 (PDF; 37KB; 4pp.) • Attachment 2 (PDF; 36KB; 4pp.)	INFORMATION ACTION

ITEM 8 (DOC; 69KB; 3pp.)	State Board of Education-Approved Charter Schools: Update	INFORMATION ACTION

ITEM 9 (DOC; 54KB; 1p.)	Public Charter Schools Grant Program: Request to Approve the Recommended List of Charter Schools Grant Awardees	INFORMATION ACTION

	• Last Minute Memorandum (DOC; 34KB; 1p.) • Last Minute Memorandum Attachment 1 (XLS; 37KB; 6pp.) • Last Minute Memorandum Attachment 2 (XLS; 31KB; 2pp.) • Last Minute Memorandum Attachment 3 (XLS; 24KB; 1p.)	

ITEM 10 (DOC; 59KB; 1p.)	Assignment of Numbers for Charter School Petitions	INFORMATION ACTION

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

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

ITEM 11 (DOC; 96KB; 10pp.)	Request by High Tech High Learning to become a Statewide Benefit Charter School under oversight of the State Board of Education • Attachment 1 (DOC; 290KB; 18pp.) • Attachment 2 (DOC; 446KB; 75pp.)	INFORMATION ACTION PUBLIC HEARING

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

ITEM 12 (DOC; 54KB; 1p.)	Individuals with Disabilities Education Act of 2004: Special Education State Performance Plan • Last Minute Memorandum (DOC; 30KB; 1p.) • Last Minute Memorandum Attachment 1 (DOC; 1.12MB; 24pp.)	INFORMATION ACTION

ITEM 13 (DOC; 66KB; 4pp.)	Reading First: Definition for Significant Progress	INFORMATION ACTION

ITEM 14 (DOC; 66KB; 3pp.)	No Child Left Behind Act of 2001: Update including, but not limited to, 2005-06 Program Improvement status for schools and local educational agencies, September 2005 Title III monitoring visit by United States Department of Education, and Title 1 monitoring visit follow-up • Attachment 1 (DOC; 48KB; 3pp.)	INFORMATION ACTION

ITEM 15 (DOC; 225KB; 14pp.)	Highly Qualified Teachers and Improving Teacher Quality State Grants, Elementary and Secondary Education Act, Title II, Part A: Response to the U.S. Department of Education Monitoring Report • Last Minute Memorandum (DOC; 165KB; 22pp.)	INFORMATION ACTION

ITEM 16 (DOC; 51KB; 1p.)	No Child Left Behind Act of 2001: Approve Local Educational Agency Plans, Title 1, Section 1112 • Last Minute Memorandum (DOC; 35KB; 2pp.)	INFORMATION ACTION

ITEM 17 (DOC; 60KB; 2pp.)	No Child Left Behind Act of 2001: Approve Supplemental Educational Services Providers for 2005-07 • Last Minute Memorandum (DOC; 44KB; 2pp.)	INFORMATION ACTION

ITEM 18 (DOC; 100KB; 9pp.)	Legislative update, including, but not limited to information on legislation from the 2005-06 session	INFORMATION ACTION

ADJOURNMENT OF DAY'S SESSION

Thursday, November 10, 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)

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

CLOSED SESSION

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

ITEM 19 (DOC; 63KB; 2pp.)	Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST)	INFORMATION ACTION

ITEM 20 (DOC; 72KB; 3pp.)	Standardized Testing and Reporting Program: Designation of Achievement Test and Standardized Testing and Reporting Contractor • Last Minute Memorandum (DOC; 221KB; 18pp.)	INFORMATION ACTION

ITEM 21 (DOC; 52KB; 1p.)	National Assessment of Educational Progress: Summary of 2005 results for California and the Nation • Attachment 1 (PPT; 608KB; 18pp.)	INFORMATION ACTION

ITEM 22 (DOC; 67KB; 4pp.)	Standardized Testing and Reporting Program: Including but not limited to Program Update	INFORMATION ACTION
ITEM 23 (DOC; 90KB; 3pp.)	California English Language Development Test: Including, but not limited to, Program Update, and 2004-05 Initial Identification Results	INFORMATION ACTION
ITEM 24 (DOC; 59KB; 3pp.)	California High School Exit Examination: Including, but not limited to, Program Update	INFORMATION ACTION
ITEM 25 (DOC; 57KB; 2pp.)	California High School Exit Examination: Assembly Bill 128 Funds for Intensive Instruction and Services	INFORMATION ACTION
ITEM 26 (DOC; 75KB 9pp.)	Physical Fitness Test: Adopt Amendments to Title 5 California Code of Regulations • Last Minute Memorandum (DOC; 87KB; 14pp.)	INFORMATION ACTION
ITEM 27 (DOC; 56KB; 2pp.)	Standardized Testing and Reporting Program: Release of Ten Percent Withheld for 2004-05 Educational Testing Service, *California Standards Test* and *California Achievement Tests, Sixth Edition Survey* Contract	INFORMATION ACTION
ITEM 28 (DOC; 55KB; 2pp.)	Standardized Testing and Reporting Program: Release of Ten Percent Withheld for 2004-05 Educational Testing Service *California Alternate Performance Assessment Contract*	INFORMATION ACTION
ITEM 29 (DOC; 56KB; 2pp.)	Standardized Testing and Reporting Program: Contract Release of Ten Percent Withheld for 2004-05 CTB/McGraw-Hill *Spanish Assessment of Basic Education, Second Edition (SABE/2)* Contract	INFORMATION ACTION
ITEM 30 (DOC; 140KB; 9pp.)	Gifted and Talented Education: Approval of Applications for Funding from Local Educational Agencies	INFORMATION ACTION

ITEM 31 (DOC; 74KB; 9pp.)	The Principal Training Program, Assembly Bill 75 (Chapter 697, Statutes of 2001): Approval of Applications for Funding from Local Educational Agencies and Consortia	INFORMATION ACTION
ITEM 32 (DOC; 58KB; 3pp.)	Mathematics and Reading Professional Development Program, Assembly Bill 466 (Chapter 737, Statutes of 2001): Approval of Training Providers and Training Curricula	INFORMATION ACTION
ITEM 33 (DOC; 147KB; 6pp.)	Mathematics and Reading Professional Development Program, Assembly Bill 466 (Chapter 737, Statutes of 2001): Approve Reimbursement Requests from Local Educational Agencies	INFORMATION ACTION
ITEM 34 (DOC; 60KB; 2pp.)	Proposed Changes to be Included in the California School Information Services Data Dictionary, Version 7.0 • Attachment 1 (DOC; 85KB; 9pp.)	INFORMATION ACTION
ITEM 35 (DOC; 55KB; 2pp.)	Consolidated Applications 2005-06: Approval • Attachment 1 (PDF; 58KB; 3pp.) • Attachment 2 (PDF; 28KB; 1p.)	INFORMATION ACTION
ITEM 36 (DOC; 74K; 5pp.)	Establishment of a Second Regional Occupational Center or Program: Approve Commencement of the Rulemaking Process for Amendments to Title 5, Section 11987-11994 • Attachment 2 (DOC; 59KB; 4pp.) • Attachment 3 (DOC; 28KB; 2pp.)	INFORMATION ACTION
ITEM 37 (DOC; 92KB; 5pp.)	Immediate Intervention/Underperforming Schools Program (II/USP) and High Priority Schools Grant Program (HPSGP): Proposed Intervention for Cohort 1 HPSGP Schools that Failed to Show Significant Growth and Request to Rescind State-monitoring for One II/USP School • Attachment 1 (DOC; 31KB; 2pp.) • Last Minute Memorandum (DOC; 72KB; 4pp.)	INFORMATION ACTION

ITEM 38 (DOC; 83KB; 6pp.)	Immediate Intervention/Underperforming Schools Program (II/USP) and High Priority Schools Grant Program: School Assistance and Intervention Team (SAIT): Approval of Expenditure Plan to Support SAIT Activities and Corrective Actions in State-Monitored Schools and Request to Rescind Expenditure Plan for One II/USP School • Last Minute Memorandum (DOC; 47KB; 3pp.)	INFORMATION ACTION

ITEM 39 (DOC; 65KB; 3pp.)	Immediate Intervention/Underperforming Schools Program and High Priority Schools Grant Program: Status Report on Participating Schools • Attachment 1 (XLS; 14KB; 1p.) • Attachment 2 (XLS; 15LB; 1p.) • Attachment 3 (XLS; 24KB; 1p.) • Attachment 4 (XLS; 74KB; 1p.) • Attachment 5 (XLS; 55KB; 3pp.) • Last Minute Memorandum (DOC; 29KB; 1p.) • Last Minute Memorandum Attachment 6 (XLS; 24KB; 1p.) - Note: corrected table • Last Minute Memorandum Attachment 7 (XLS; 59KB; 1p.) - Note: corrected table • Last Minute Memorandum Attachment 8 (XLS; 42KB; 1p.) - Note: corrected table	INFORMATION ACTION

WAIVER REQUEST CONSENT MATTERS

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

CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT

ITEM WC-1 (DOC; 59KB; 2pp.)	Request by Coast 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-21-2005 (Recommended for APPROVAL)	ACTION

ITEM WC-2 (DOC; 59KB; 2pp.)	Request by Sierra 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-35-2005 (Recommended for APPROVAL)	ACTION

ITEM WC-3 (DOC; 60KB; 2pp.)	Request by Humboldt 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-23-2005 (Recommended for APPROVAL)	ACTION

ITEM WC-4 (DOC; 60KB; 2pp.)	Request by Butte Valley 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-24-2005 (Recommended for APPROVAL)	ACTION

ITEM WC-5 (DOC; 59KB; 2pp.)	Request by Lucerne Valley 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-25-2005 (Recommended for APPROVAL)	ACTION

ITEM WC-6 (DOC; 59KB; 2pp.)	Request by Cuyama Joint 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-26-2005 (Recommended for APPROVAL)	ACTION

ITEM WC-7 (DOC; 59KB; 2pp.)	Request by Trona Joint 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-27-2005 (Recommended for APPROVAL)	ACTION

ITEM WC-8 (DOC; 59KB; 2pp.)	Request by Borrego Springs 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-28-2005 (Recommended for APPROVAL)	ACTION

REGIONAL OCCUPATIONAL PROGRAM

ITEM WC-9 (DOC; 60KB; 2pp.)	Request by North Orange County Regional Occupational Program for a waiver of *Education Code (EC)* Section 52314.6(a) regarding the three percent limit on enrollment of students under the age of sixteen in the Regional Occupational Program (ROP). Waiver Number: 4-8-2005 (Recommended for APPROVAL WITH CONDITIONS)	ACTION

SCHOOL SITE COUNCIL

ITEM WC-10	Request by the Igo-Ono-Plantina Union Elementary School District for a waiver of	ACTION

(DOC; 58KB; 2pp.)	*Education Code (EC)* Section 52852, allowing one joint school site council to function for two small elementary schools. Waiver Number: 2-8-2005 (Recommended for APPROVAL)	

SAFE AND DRUG FREE

ITEM WC-11 (DOC; 62KB; 3pp.)	Request by Encinitas Union School District to waive No Child Left Behind Act (NCLB); Title IV, Part A, Section 4115 (a)(1)(c) to use Safe and Drug Free Schools and Communities funds to support the cost of *The Michigan Model*, which deals with the total development of the individual; intellectual, physical, social and emotional program for students in grades Kindergarten through sixth grade. Waiver Number: Fed-19-2005 (Recommended for APPROVAL WITH CONDITIONS)	ACTION

ITEM WC-12 (DOC; 63KB; 3pp.)	Request by Irvine 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 *The Great Body Shop* – A multi-media approach to teaching life skills and prevention of drug and alcohol abuse and violence program for Pre-kindergarten through sixth grade. Waiver Number: Fed-20-2005 (Recommended for APPROVAL WITH CONDITIONS)	ACTION

NON-CONSENT (ACTION)

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

ELECTIONS

ITEM W-1 (DOC; 72KB; 4pp.)	Request by Kings County Office of Education on behalf of the Hanford Joint Union High School District (JUHSD) to waive the requirement for a local election in *Education Code (EC)* Section 5020 after a specific recommendation by the Kings County Committee on School District Organization that would change the system of trustee elections in Hanford JUHSD. If the waiver is approved, a local election would not be held on the election "system change" itself. Waiver Number: 5-9-2005 (Recommended for APPROVAL)	ACTION

INSTRUCTIONAL MATERIALS FUNDING REALIGNMENT PROGRAM (IMFRP)

ITEM W-2 (DOC; 64KB; 3pp.)	Petition request under *Education Code* (*EC*) sections 60421(d) and 60200(g) by Glendale Unified School District to purchase Instructional Resources (*Everyday Mathematics,* Kindergarten c.1998/2004, Grades 1-6 c.2002) using Instructional Materials Funding Realignment Program (IMFRP) monies. Waiver Number: 21-5-2005 (Recommended for APPROVAL WITH CONDITIONS)	ACTION

PHYSICAL EDUCATION

ITEM W-3 (DOC; 71KB; 3pp.)	Request by Yuba City Unified School District to waive portions of *Education Code (EC)* Section 51222(a), related to the statutory minimum of 400 minutes of physical education required each ten days for grades nine through twelve in order to implement a block schedule at River Valley High School. Waiver Number: 23-6-2005 (Recommended for APPROVAL WITH CONDITIONS) *EC* 33051(c) will apply	ACTION

PRINCIPAL TRAINING PROGRAM

ITEM W-4 (DOC; 63 KB; 2pp.)	Request by Sanger Unified School District to waive *Education Code* (*EC*) sections 44512(c) and 44515(b) regarding the timelines for twelve school administrators involved in the principal training program, established by Assembly Bill 75 (Statutes of 2001). Waiver Number: 4-7-2005 (Recommended for APPROVAL WITH CONDITIONS)	ACTION

SENIOR MANAGEMENT POSITIONS

ITEM W-5 (DOC; 66KB; 3pp.)	Request by the Los Angeles Unified School District (LAUSD) to waive the California *Education Code* (*EC*) Section 45108.5(b)(4) to increase permanently the number of Classified Senior Management Employees in the district. Current: 54 permanent. Proposed: add 12 new permanent designations for a total of 66 permanent designations (see attached list). Waiver Number: 3-9-2005 (Recommended for APPROVAL)	ACTION

END OF WAIVER REQUESTS

ADJOURNMENT OF DAY'S SESSION

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

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

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

Last Reviewed: Thursday, August 04, 2011

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 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

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

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

AGENDA PLANNER 2005-2006

- 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

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

AGENDA PLANNER 2005-2006

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
- Biennial Report to the Governor on the State Board's Actions and Operations for the Years 2004-2006.

AUGUST 2006.....NO MEETING SCHEDULED

Dates of Interest to the State Board:

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

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

Board Meeting

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

Other Dates of Interest to the State Board:

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

OCTOBER 2006.....NO MEETING SCHEDULED

Dates of Interest to the State Board:
To be determined

AGENDA PLANNER 2005-2006

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

Board Meeting • Consolidated Applications for 2006-07, for approval • STAR, update/action as necessary • CAHSEE, update/action as necessary • CELDT, update/action as necessary • No Child Left Behind Act, update/action as necessary • 2006 Science Primary Adoption, Curriculum Commission action on IMAP/CRP recommendations, Sacramento, September 28-29 • 2006 Visual and Performing Arts Primary Adoption, Public Hearing and action on Curriculum Commission adoption recommendations
Other Dates of Interest to the State Board: • Curriculum Development and Supplemental Materials Commission, Sacramento, November 30 – December 1

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

NOVEMBER 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

NOVEMBER 2005 AGENDA

SUBJECT	
Reports from the 2005-06 Student Advisory Board on Education (SABE)	☐ **Action** ☒ **Information** ☐ **Public Hearing**

RECOMMENDATION

Listen to reports from the 2005-06 Student Advisory Board on Education (SABE).

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board annually hears the reports of the Student Advisory Board on Education (SABE). CDE and State Board staff, working with the State Board's Student Member, may review and develop responses to the SABE proposals, which are then considered at future State Board meetings. The 2005-06 SABE conference will be held in Sacramento from November 5-9, 2004, culminating in the oral presentations to the State Board on the morning of Wednesday, November 9, in Room 1101 of the California Department of Education Building. A luncheon following the presentation to the State Board will bring the 2005-06 SABE Conference to a close.

SUMMARY OF KEY ISSUES

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

FISCAL ANALYSIS (AS APPROPRIATE)

N/A

ATTACHMENT(S)

A Last Minute Memorandum will be provided to the State Board at the time of the oral presentation.

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2005 AGENDA

SUBJECT	
2006-07 State Board of Education Student Member: Selection of Three Finalists.	☒ **Action** ☒ **Information** ☐ **Public Hearing**

RECOMMENDATION

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

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

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

SUMMARY OF KEY ISSUES

Nearly 200 applications were received in October from current high school juniors for the 2006-07 Student Member of the State Board of Education. Twelve semi-finalists will be selected by Board staff in consultation with the current Student Member, Paul Gardner, III. Attendees at the Student Advisory Board on Education (SABE) conference will select (by secret ballot) six candidates from the initial 12 semi-finalists. The screening committee of the Board or its designees will interview the six candidates on Tuesday, November 8.

FISCAL ANALYSIS (AS APPROPRIATE)

N/A

ATTACHMENT(S)

A Last Minute Memorandum will be prepared following the screening committee meeting on Tuesday, November 8, 2005. Information on each of the six candidates will be included.

ITEM # 5

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2005 AGENDA

SUBJECT	
2005 History-Social Science Primary Adoption: Curriculum Development and Supplemental Materials Commission Recommendations	☒ Action ☒ Information ☒ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) hold a public hearing, review, and take action on the recommendations of the Curriculum Development and Supplemental Materials Commission (Curriculum Commission) for the 2005 History-Social Science Primary Adoption for instructional materials in kindergarten through grade eight (K-8) as shown in Attachment 1.

Make the following findings, pursuant to *Education Code* (*EC*) Section 60200(e):

- That fewer than five basic programs are being recommended for adoption in kindergarten through grade three (K-3) because fewer than five programs were submitted for those grades.

- Though five programs were submitted for grade four, only four programs are recommended for adoption and the criteria and procedures used to evaluate the submitted materials for the adoption were consistent with the SBE-adopted curriculum framework. This finding is required for the reason explained below (Summary of Key Issues).

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

- **January 8, 2003**: The SBE adopted the evaluation criteria for the 2005 History-Social Science Primary Adoption.

- **November 13, 2003**: The SBE adopted the 2005 History-Social Science Primary Adoption Timeline.

- **November 9, 2004, and January 12, 2005**: The SBE approved appointment of Instructional Materials Advisory Panel (IMAP) members and Content Review Panel (CRP) experts to review K-8 instructional materials for the 2005 History-Social Science Primary Adoption

SUMMARY OF KEY ISSUES

Statutory Requirements

EC Section 60200(b)(1) calls for adoptions to occur "not less than two times every six years" for language arts, mathematics, science, and history-social science, and "not less than two times every eight years" in other subjects. The first instructional materials adoption following the SBE adoption of new evaluation criteria is termed a "primary adoption" and creates a new adoption list. The last primary adoption for history-social science was in 1999.

***EC* Section 60200(e) Finding:** *EC* Section 60200(e) specifies that the SBE may adopt fewer than five programs per grade level if either:

- Fewer than five programs were submitted for adoption, or

- The SBE specifically finds that fewer than five programs meet the criteria for adoption and conducts a review of the degree to which the criteria and procedures for evaluation were consistent with the SBE-adopted curriculum framework.

In this adoption only four programs were submitted for K-3. Five programs were submitted in grade four, however, only four are recommended for adoption. The required review is incorporated in the Curriculum Commission's Report (see page ten of Attachment 1). Five programs, or more, are recommended for adoption in grades five through eight.

Adoption Process and Timeline

- **Publishers Meeting:** On January 11, 2005, the CDE conducted a Publishers *Invitation to Submit* Meeting which outlined the *EC* and regulatory requirements for participation in the adoption process.

- **Training:** April 5-8, 2005, the CRP and IMAP reviewers were trained to evaluate the submitted programs for alignment with the *History-Social Science Content Standards*, the *History-Social Science Framework*, the *Criteria for Evaluating Instructional Materials in History-Social Science,* and for legal and social compliance (LSC).

- **LSC Review:** CRP and IMAP members received training in the LSC process during the April training and integrated their LSC review into their content review. In addition, on June 22-24, 2005, 46 members of the public received training and reviewed the materials for LSC. On June 28, 2005, two members of the

SUMMARY OF KEY ISSUES (Cont.)

Curriculum Commission and one IMAP member met to review all submitted citations for concurrence and to avoid duplication. As a result of that meeting, ten citations for LSC were forwarded to publishers. One publisher appealed two citations on September 20, 2005; both appeals were denied. The other eight citations were addressed by publisher revision of their materials.

Deliberations: During deliberations that were held July 11-14, 2005, 12 CRP members and 62 IMAP members evaluated 12 programs submitted for the 2005 History-Social Science Primary Adoption. After reaching consensus on their recommendations, the reviewers developed a *Report of Findings* for each program. These reports were forwarded to the Curriculum Commission for action at the September 28-30, 2005, meeting.

- **Curriculum Commission Meeting:** On September 28-30, 2005, the Curriculum Commission reviewed the CRP/IMAP *Report of Findings,* conducted 2 public hearings, and took action to forward recommendations to the SBE on the 12 programs submitted for adoption.

- **Public Comment:** Extensive public comment was received by the Curriculum Commission, both in writing and in testimony at the public hearings on September 29 and 30, 2005. The majority of public comment focused on the issues of religion in instructional materials submitted for grades six and seven. Concerns were expressed about the accurate portrayal of religion and religious beliefs. Category 1, Criterion 10 in the *Criteria for Evaluating Instructional Materials in History-Social Science, Kindergarten Through Grade Eight* requires that "materials on religious subjects remain neutral" and that they "do not contain derogatory language about a religion or use examples from sacred texts or other religious literature that are derogatory, accusatory, or instill prejudice against other religions or those who believe in other religions."

  In order to give these public comments due consideration, the CDE contracted with four experts who each have advanced degrees and expertise in the areas covered by the public comments. The Curriculum Commission formed an Ad Hoc Committee composed of the Commission Chair, the History-Social Science Subject Matter Committee Chair and Vice Chair, and a former Curriculum Commission Chair who was on the Commission at the time of the development of the Criteria. The Commission authorized the Ad Hoc Committee to review the public comments and the edits and corrections recommended by the experts and to decide which edits and corrections to recommend as a condition of adoption. The Ad Hoc Committee will hold a public meeting prior to the SBE meeting and will submit additional recommended edits and corrections as a last minute memorandum for incorporation into the Curriculum Commission's report.

SUMMARY OF KEY ISSUES (Cont.)

- **Edits and Corrections:** Meetings were held with publishers for edits and corrections on October 14 and October 21, 2005. An additional meeting will be scheduled with publishers following SBE action in November to address the edits and corrections identified by the Ad Hoc Committee.

- **Final Print Resources:** Final editions of print resources reflecting LSC revisions, and the edits and corrections originally identified by the Curriculum Commission, must be submitted to the CDE by January 31, 2006. If there are extensive additional edits and corrections identified by the Ad Hoc Committee, a new deadline will be set for the final editions reflecting those additional revisions.

FISCAL ANALYSIS (AS APPROPRIATE)

The Instructional Materials Funding Realignment Program (IMFRP), *EC* sections 60420-60424, requires that local educational agencies (LEAs) provide each student in K-8 with standards-aligned textbooks or instructional materials, or both, by the start of the school term that commences no later than 24 months after the adoption by the SBE. LEAs will be using their IMFRP funds to purchase instructional materials from this adoption for implementation no later than fall 2007. IMFRP funding for 2005-06 totals $360,996,000 or approximately $55 per student.

ATTACHMENT(S)

Attachment 1: Curriculum Commission's Recommendations for the 2005 History-Social Science Primary Adoption. (1 Page)

Attachment 2: Report of the Curriculum Commission's Findings (36 Pages).

California 2005 History-Social Science
Primary Instructional Materials Adoption, Kindergarten Through Grade Eight

Curriculum Commission Recommendations*

Publisher	Program Title	Grade Levels	Curriculum Commission Recommendation
Ballard & Tighe	*Explore America*	5	Not Recommended
	Explore the Ancient World	6	Not Recommended
	Explore World History	7	Not Recommended
Decision Development Corporation	*DDC Social Science Series*	4-6	Not Recommended
Glencoe/McGraw-Hill	*Glencoe Discovering Our Past*	6-8	Recommended
Harcourt School Publishers	*Reflections: California Series*	K-6	Recommended
Holt, Rinehart and Winston	*Holt California Social Studies: World History, Ancient Civilizations*	6	Recommended
	Holt California Social Studies: United States History, Medieval to Early Modern Times	7	Recommended
	Holt California Social Studies: United States History, Independence to 1914	8	Recommended
Houghton Mifflin	*Houghton Mifflin History-Social Science*	K-6	Recommended
Macmillan/McGraw-Hill	*California Vistas*	K-6	Recommended
McDougal Littell	*McDougal Littell California Middle School Social Studies Series*	6-8	Recommended
Oxford University Press	*Oxford History-Social Science Program for California*	5, 7, 8	Recommended
	Oxford History-Social Science Program for California	6	Not Recommended
Pearson Prentice Hall	*Prentice Hall Social Studies*	6-8	Recommended
Pearson Scott Foresman	*Scott Foresman History-Social Science for California*	K-5	Recommended
Teachers' Curriculum Institute	*History Alive! California Middle Schools Program*	6-8	Recommended

*NOTE: These programs have **not** been adopted by the State Board of Education.

2005 HISTORY-SOCIAL SCIENCE PRIMARY ADOPTION

REPORT OF THE CURRICULUM DEVELOPMENT AND SUPPLEMENTAL MATERIALS COMMISSION

NOVEMBER 2005

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CURRICULUM COMMISSION RECOMMENDATIONS

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Harcourt School Publishers, *Reflections: California Series* (K-6)	15
Holt, Rinehart and Winston, *Holt California Social Studies* (6-8)	16
Houghton Mifflin, *Houghton Mifflin History-Social Science* (K-6)	17
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McDougal Littell, *McDougal Littell California Middle School Social Studies Series (6-8)*	19
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INTRODUCTION

In October 1998, the State Board of Education (State Board) adopted the *History-Social Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve.* These standards reflect California's commitment to history-social science education and emphasize historical narrative, highlight the roles of significant individuals throughout history, and convey the rights and obligations of citizenship. They describe what students should know and be able to do at each grade level. The Standards Commission, at the request of the State Board, stayed within the parameters of the existing *History-Social Science Framework*.

The State Board adopted a 2001 Updated Edition of the *History-Social Science Framework for California Public Schools on October 11, 2000.* This new edition of the framework was aligned to the academic content standards adopted by the State Board in 1998. The State Board, in January 2003, adopted the *Criteria for Evaluating Instructional Materials in History Social Science, Kindergarten Through Grade Eight*. The *Criteria* provide a means of evaluating the alignment of instructional materials with the *History-Social Science Content Standards* and the *History-Social Science Framework.* The *Criteria* were shared with publishers at a briefing in May 2003, and have been posted on the California Department of Education (CDE) Website.

The criteria are organized into five categories:

1. **History-Social Science Content/Alignment with Standards:** The content as specified in the *Education Code*, the *History-Social Science Content Standards* and the *History-Social Science Framework (2001 Updated Edition)*
2. **Program Organization:** The sequence and organization of the history-social science program.
3. **Assessment:** The strategies presented in the instructional materials for measuring what students know and are able to do..
4. **Universal Access:** Instructional materials that are understandable to all student, including students eligible for special education, English learners, and students whose achievement is either below or above that typical of the class or grade level.
5. **Instructional Planning and Support**: The instructional planning and support information and materials, typically including a separate edition specially designed for use by teachers in the implementing the *History-Social Science Standards* and *History-Social Science Framework.*

The State Board adopted the timeline for the 2005 History-Social Science Primary Adoption on November 13, 2004. Minor revisions were approved by the Curriculum Commission to allow additional time to recruit qualified reviewers and to allow time for publishers to respond to deadlines. The timeline reflected the requirements of *Education Code* Section 60200(b)(1) which calls for adoptions to occur "not less than two times every six years" for language arts, mathematics, science, and history-social science, and "not less than two times every eight years" in other subjects. The first instructional

materials adoption following the SBE adoption of new evaluation criteria is termed a "primary adoption" and creates a new adoption list. The last primary adoption for history-social science took place in 1999. The 2005 history-social science adoption is on schedule for the adoption of K-8 instructional materials.

Standards maps were developed to help publishers identify where their instructional materials were aligned with the *History-Social Science Content Standards*. Publishers completed the maps and submitted them with their programs. The Content Review Panel (CRP) experts and Instructional Materials Advisory Panel (IMAP) members used the maps in evaluating a program's alignment with the *History-Social Science Content Standards*.

Only basic instructional materials programs for grades K-8 were reviewed and recommended for the 2005 History-Social Science Primary Adoption. Supplementary materials (covering less than an entire course) are not considered within a primary adoption. Programs recommended for this adoption were full basic programs which were evaluated for appropriate grade-level content, alignment with the *History-Social Science Content Standards*, and the *History-Social Science Framework* and met the evaluation criteria.

ADOPTION PROCESS

PUBLISHERS' INVITATION TO SUBMIT MEETING

A Publishers' Invitation to Submit (ITS) meeting was held on January 11, 2005. Publishers were invited to attend the ITS meeting to learn about the process and procedures for submitting K-8 instructional materials for the 2005 History-Social Science Primary Adoption. Each publisher received a copy of the *Publishers' Invitation to Submit* document that contains all of the information necessary for a publisher to know to effectively participate in the adoption process.

Technical information was provided at the meeting, including an outline of the schedule of significant events, publishers' responsibilities for participating in the adoption, review of the adoption process, overview of the *History-Social Science Standards, History-Social Science Framework*, the evaluation criteria, and the logistics of the submission process.

CRP/IMAP APPOINTMENT AND TRAINING

In November 2004 and in January 2005, the State Board appointed a total of 12 CRP experts and 62 IMAP members on the recommendation of the Curriculum Commission to evaluate twelve submitted history-social science programs. They composed eight review panels.

The IMAP members included classroom teachers, district coordinators, and administrators with experience in history-social science. The CRP experts included experts with doctorate degrees in history or related fields. The CRP experts served as content advisors to the IMAP members in their areas of expertise.

The Curriculum Framework and Instructional Resources Division (CFIR) staff assisted the Curriculum Commission in its training of reviewers on April 5-8, 2005, for the 2005 History-Social Science Primary Adoption. Training included sessions on the *History-Social Science Framework*, the *History-Social Science* Standards, the evaluation criteria, the legal and social compliance standards and the adoption process. Publishers made formal presentations on their programs at the training and answered IMAP/CRP questions.

Training was conducted in accordance with the *Bagley-Keene Open Meeting Act.* Various publisher representatives and interested members of the public attended the training. Every afternoon, at a pre-determined time, the training would pause to provide an opportunity for public comment.

CRP/IMAP REVIEW, DELIBERATIONS, AND REPORT OF FINDINGS

In April 2005, the IMAP members, CRP experts, and Curriculum Commission members received complete sets of instructional materials that were assigned to each panel to review and evaluate according to the criteria. The IMAP members and CRP experts conducted their independent reviews of the history-social science materials during the months of April, May, June, and the beginning of July.

From July 11-14, 2005, the IMAP members and CRP experts met in their assigned review panels in Sacramento for deliberations. The IMAP members and CRP experts shared with their fellow panel members their individual personal notes and citations that they each had developed based on their independent review. A member of the Curriculum Commission was assigned as a facilitator to each panel. CFIR Division staff provided support to the panels. During deliberations, publishers were provided time to respond to three to five questions on their respective programs posed by the panel members.

The IMAP members and CRP experts worked collaboratively during the deliberations week to produce a *Report of Findings* for each program. Each *Report of Findings* contained the following sections: Program Summary, Recommendation, Content/Alignment with the Curriculum, Program Organization, Assessment, Universal Access, Instructional Planning and Support, and Edits and Corrections. The reports included citations that were exemplary (not exhaustive) of the panels' findings and recommendations.

Many of the programs were recommended for adoption pending satisfactory completion of specified edits and corrections. Edits and corrections are defined as inexact

language, imprecise definitions, mistaken notions, mislabeling, misspellings and grammatical errors. Edits and corrections do not include complete revision or rewriting of chapters or programs or adding new content to a program. Changes such as this are not allowed during the adoption process.

Deliberations were conducted in accordance with the *Bagley-Keene Open Meeting Act.* Various publisher representatives and interested members of the public attended the panel deliberations. Every afternoon, at a pre-determined time, both the training and deliberations would pause to provide an opportunity for public comment.

LEGAL AND SOCIAL COMPLIANCE REVIEW

The purpose of the legal and social compliance review is to ensure that K-8 instructional materials used in California schools contribute positive influences, healthy messages and overall positive images. The State Legislature established laws and the State Board adopted policies and guidelines for instructional materials to reflect California's diversity and reduce the influence of brand names and corporate logos in instructional materials. The legal and social compliance review process was an important part of the 2005 History-Social Science Primary Adoption and was an opportunity for the public to review the social content in the materials.

Two groups of people reviewed the programs; individuals serving as CRP experts and IMAP members, and public volunteers from various organizations. The CRPs/IMAPs received training in legal and social compliance during the training week, April 5-8, 2005. Forty-six public volunteers received training, reviewed programs, and cited materials on June 22-24, 2005.

The reviewers used the standards contained in Education Code sections 60040-60045, 60048, 60200, and State Board policy as outlined in the *Standards for Evaluating Instructional Materials for Social Content* (2000 Edition). The standards address such areas as the accurate portrayal of cultural and racial diversity, equitable and positive roles for males and females, disabled people, ethnic and cultural groups and the elderly. This was the fifth adoption to implement the provisions of AB 116, Mazzoni (Chapter 276, Statutes of 1999), that prohibits (with certain exceptions) the inclusion of commercial brand names, specific commercial product references, or corporate or company logos in adopted instructional materials.

Reviewers completed a citation form with specific information on perceived violations of the legal and social compliance standards. On June 28, 2005, two Commissioners and one IMAP member met to review all the citations for concurrence. As a result of this review, ten citations were forwarded to publishers. One publisher appealed two citations on September 20, 2005; both appeals were denied. The other eight citations were addressed by publisher revision of their materials.

PUBLIC COMMENT AND REVIEW

Instructional materials submitted for adoption were displayed for public review and comment, beginning April 21, 2005, at the Learning Resource Display Centers (LRDCs) throughout the state (see Appendix B). The general public was given a thirty day opportunity to provide written comments to the State Board on the Curriculum Commission's recommendations throughout October 2005. These public comments will be presented to the State Board at their November 2005 meeting.

In addition, the Curriculum Commission held two public hearings, one in the History-Social Science Subject Matter Committee (HSS SMC) meeting on September 29, 2005, and one in the full Curriculum Commission meeting on September 30, 2005, prior to making its recommendations to the State Board. Extensive public comment was received by the Curriculum Commission, both in writing and in testimony at the public hearings on September 29 and 30, 2005. The CDE contracted with experts in history-social science to review these public comments and to recommend edits and corrections necessary to address issues of historical accuracy. The Curriculum Commission formed an Ad Hoc Committee to review the public comments and the resulting edits and corrections received from the experts. The Ad Hoc Committee will hold a public meeting prior to the SBE meeting and will submit their additional recommended edits and corrections as a last minute memorandum for incorporation into the Curriculum Commission's report.

In turn, the State Board will hold a public hearing in November 2005 prior to taking action on the Curriculum Commission's recommendations.

CURRICULUM COMMISSION REVIEW AND DELIBERATIONS

On September 29 - 30, 2005, the members of the Curriculum Commission considered the recommendations from the IMAP members and CRP experts in conjunction with other information in determining whether each program satisfied, or did not satisfy the State Board's adopted evaluation criteria for this adoption. The criteria includes a requirement that the instructional materials provide instruction designed to ensure that students master the *History-Social Science Content Standards* and that the instructional materials reflect and incorporate the content of the *History-Social Science Framework.*

On September 29, 2005, the HSS SMC reviewed the IMAP/CRP Report of Findings for each program. Each program was discussed in-depth. The discussion included the IMAP members' and the CRP experts' recommendations of minor edits and corrections, as well as, the findings from each Commissioners' own independent review. After the discussion at the HSS SMC level, each program submission received a roll-call vote. The motion was stated in the affirmative. A majority vote from the HSS SMC was required for any program to be recommended. The HSS SMC forwarded their recommendations to the full Curriculum Commission.

On September 30, 2005, the full Curriculum Commission also discussed each program in-depth. Discussion covered the IMAP members' and CRP experts' *Report of Findings* and individual Commissioners' findings on each program they had reviewed. Following the discussion, the Commission Chair proceeded to ask for a motion and a second on each program submission. Again, the motion was stated in the affirmative; there was a final roll call vote for each program. The recommendation for each program was to recommend the program for specific grades with edits and corrections. Nine Commissioners were required to vote in the affirmative to recommend any program. The Curriculum Commission's recommendations will be presented to the State Board on November 9-10, 2005, for action.

EDITS AND CORRECTIONS MEETING

The Edits and Corrections Meetings are scheduled for October 14 and October 21, 2005. These meetings with publishers will cover the edits and corrections identified prior to the Curriculum Commission meeting of September 29-30, 2005. A report on the results of this meeting will be provided to the State Board at their November 9-10, 2005 meeting. An additional Edits and Corrections meeting will be scheduled with publishers in November to address any additional edits and corrections that were recommended by the Curriculum Commission's Ad Hoc Committee based on the public comments received by the Curriculum Commission. Publishers whose programs are adopted by the State Board will be required to complete all edits and corrections by January 31, 2006.

PUBLISHERS' RESPONSIBILITIES IF ADOPTED

According to the provisions of *Education Code* sections 60061 and 60061.5, and the provisions of *California Code of Regulations, Title 5, Education*, publishers are required to comply with the "most favored nation" clause. The clause ensures publishers furnish instructional materials to every school district in California at the lowest or same price offered to other districts in this state or any other state in the nation. In addition, publishers are required to fill a textbook order within sixty days of the date of receipt of a submitted purchase order. Should the publisher or manufacturer fail to deliver instructional materials within sixty days of the receipt of a purchase order from a California school district, the school district may assess as damages an amount up to five hundred dollars ($500.00) for each working day the order is delayed beyond sixty calendar days.

CURRICULUM COMMISSION RECOMMENDATIONS

Publisher	Program Title	Grade Levels	Curriculum Commission Recommendation
Ballard & Tighe	*Explore America*	5	Not Recommended
	Explore the Ancient World	6	Not Recommended
	Explore World History	7	Not Recommended
Decision Development Corporation	*DDC Social Science Series*	4-6	Not Recommended
Glencoe/McGraw-Hill	*Glencoe Discovering Our Past*	6-8	Recommended
Harcourt School Publishers	*Reflections: California Series*	K-6	Recommended
Holt, Rinehart and Winston	*Holt California Social Studies: World History, Ancient Civilizations*	6	Recommended
	Holt California Social Studies: United States History, Medieval to Early Modern Times	7	Recommended
	Holt California Social Studies: United States History, Independence to 1914	8	Recommended
Houghton Mifflin	*Houghton Mifflin History-Social Science*	K-6	Recommended
Macmillan/McGraw-Hill	*California Vistas*	K-6	Recommended
McDougal Littell	*McDougal Littell California Middle School Social Studies Series*	6-8	Recommended
Oxford University Press	*Oxford History-Social Science Program for California*	5, 7, 8	Recommended
	Oxford History-Social Science Program for California	6	Not Recommended
Pearson Prentice Hall	*Prentice Hall Social Studies*	6-8	Recommended
Pearson Scott Foresman	*Scott Foresman History-Social Science for California*	K-5	Recommended
Teachers' Curriculum Institute	*History Alive! California Middle Schools Program*	6-8	Recommended

*NOTE: These programs have **not** been adopted by the State Board of Education

SPECIAL ISSUES

REVIEW OF THE CONSISTENCY OF THE ADOPTION WITH THE *HISTORY-SOCIAL SCIENCE FRAMEWORK* PURSUANT TO *EDUCATION CODE* SECTION 60200(e)

Fewer than five basic instructional materials programs in history-social science are being recommended to the State Board of Education for grades K-4, because fewer than five programs were submitted for those grade levels, with the exception of grade 4. In this circumstance, *Education Code* Section 60200(e) provides that the State Board "conduct a review of the degree to which the criteria and procedures used to evaluate the submitted materials for the adoption were consistent with the State Board's adopted curriculum framework."

On the State Board's behalf, the Curriculum Commission and the California Department of Education staff conducted the following review required by *Education Code* Section 60200(e). The review concluded:

1. The evaluation criteria were based on the academic content standards and the *History-Social Science Framework* as adopted by the State Board of Education.

2. The criteria and procedures used to evaluate the submitted materials for adoption were entirely consistent with the standards and the *History-Social Science Framework*.

3. It was the very consistency of the evaluation criteria with the grade-level expectations and the *History-Social Science Framework* that resulted in fewer than five basic instructional programs in history-social science being recommended for adoption for grade 4.

4. Overall, the rejected programs failed to meet the evaluation criteria.

5. In the review process, the evaluation criteria were applied fairly and consistently.

INSTRUCTIONAL MATERIALS FUNDING REALIGNMENT PROGRAM

Assembly Bill 1781 (Chapter 802, Statutes of 2002) established the Instructional Materials Funding Realignment Program (IMFRP) starting with the 2002-03 fiscal year. The IMFRP (*Education Code* sections 60420-60424) provides that districts or county offices of education must use these funds to ensure that each pupil, K-8, is provided with an adopted standards-aligned textbook or basic instructional materials in reading/language arts, mathematics, science or history-social science, by the beginning of the first school term that commences no later than 24 months after those materials were adopted by the State Board of Education.

The 2005 History-Social Science Primary Adoption is the first standards-aligned state adoption to take place since the IMFRP was established in January 2003. Therefore, this is the first adoption where districts and county offices that accept IMFRP funds are required to provide each pupil in grades K-8 with instructional materials from this adoption list no later than the start of the school term in fall 2007.

The funding provided in the 2005-2006 state budget for the IMFRP is $360,996,000. This amounts to approximately $53 per pupil.

For districts and county offices that operate schools for grades 9-12 the standards-aligned instructional materials must be adopted by the local governing board. These adoptions must be made by local governing board resolution.

Once a local governing board certifies that it has provided each pupil with standards-aligned instructional materials, the district or county office of education may use 100 percent of any remaining IMFRP funds to purchase other instructional materials consistent with the content and cycles of the curriculum frameworks. For K-8 the local educational agency may purchase instructional materials from other state adopted materials lists.

Publisher: **Ballard & Tighe**

Title of Program: ***Explore America, Explore the Ancient World, Explore World History***

Grade Levels: **5-7**

Program Summary
Each grade level in the *Explore Series* has a student textbook (SE), historical anthology (HA), dictionary (DI), teacher's guide (TG), support resources, assessment tools (AT), transparencies (TR), time lines (TL) and web sites (WB).

Recommendation
The Curriculum Commission does not recommend Ballard & Tighe's *Explore Series* for adoption, because it does not meet Criteria Category 1 and is not aligned with the content standards. It does not holistically meet Criteria Category 2: Program Organization, nor Criteria Category 5: Instructional Planning and Support.
Edits and corrections are listed under the "Edits and Corrections" section of the report below.

Content/Alignment with Curriculum
The content standards are not addressed in the program.

Program Organization
The program is not well-organized and is not written in a detailed, expository narrative providing in-depth study as the predominant writing mode in a set of seven books for students and an American Historical Anthology for students to access the content.

Assessment
This program meets the evaluation criteria in this category. The program presents strategies for measuring what students know and are able to do.

Universal Access
This program meets the evaluation criteria in this category. This program is accessible to all students, including students eligible for special education, English learners, and students whose achievement is either below or above grade level.

Instructional Planning and Support
The program provides insufficient support for the teacher in implementing the instructional program. Instructional materials do not provide a clear road map for teachers to follow when they are planning instruction. The program does not clearly describe the relationships between the components of the program and how to use all the components to meet the standards. The teacher's edition does not clearly describe what to teach, how to teach, and when to teach.

Publisher: **Decision Development Corporation**

Title of Program: ***DDC Social Science Series***

Grade Levels: **4-6**

Program Summary
DDC Social Science Series is a technology-based program with a teacher CD (TE), student CD (ST), implementation guide CD (IM), and resource kit (RE) including magazines (MG) and maps (MA). The CDs include lessons (LE), overviews (OV), storylines (SL), investigations (IN), simulation activities (SI), timelines (TI), knowledge base (KB), Teacher Tips (TT), and assessments (AS).

Recommendation
The Curriculum Commission does not recommend Decision Development Corporation's *DDC Social Science Series* for adoption because it does not meet criteria Category 1 and is not fully aligned with the History-Social Science Content Standards. When considered holistically, the program does not satisfy criteria categories 2-5.

Content/Alignment with Curriculum
The program does not meet the evaluation criteria in this category. Although some content is present in the program, the program is not designed to ensure that students master the History-Social Science content standards.

Program Organization
This program does not meet the evaluation criteria in this category. Content is not well organized and presented in a manner consistent with providing all students opportunities to achieve the essential knowledge and skills described in the standards and framework.

Assessment
This program does not meet the evaluation criteria in this category. Materials do not include content specific analytical rubrics.

Universal Access
The program does not meet the evaluation criteria in this category. The instructional materials do not present comprehensive guidance for teachers in providing effective, efficient instruction for all students.

Instructional Planning and Support
This program does not meet the evaluation criteria in this category. Instructional materials do not include a teacher-planning guide describing the relationships between the components of the program and how to use all the components to meet all the standards.

Publisher: **Glencoe/McGraw**

Title of Program: ***Discovering Our Past***

Grade Levels: **6-8**

Program Summary
Discovering Our Past includes a student edition (SE), teacher edition (TE), chapter resource books (CH), assessments (AS), workbook (WK), intervention guide (IN), English learner handbook (EN), universal access guide (UA), study guide (SG), note-taking guide (NG), graphic novels (GR), school-to-home activities (SH), transparencies (TR), art prints (AT), music (MU), primary source collections (PR), and technology-based components including: Teacher Works (TW), testing materials, Internet-based review, VideoQuiz (VQ) and video clips on DVD(VI).

Recommendation
The Curriculum Commission recommends Glencoe/McGraw-Hill's *Discovering Our Past* for adoption, with minor edits and corrections, because it is aligned with the content standards and meets the evaluation criteria.

Content/Alignment with Curriculum
This program meets all the evaluation criteria in this category. It is aligned to the History-Social Science Content Standards.

Program Organization
This program meets the evaluation criteria in this category.

Assessment
This program meets the evaluation criteria in this category by providing strategies and assessments that measure student progress towards standards mastery.

Universal Access
This program meets the evaluation criteria in this category. The program provides explicit instruction for students at all levels of achievement, including English learners.

Instructional Planning and Support
This program meets the evaluation criteria in this category. The program provides a variety of resources to support teachers in implementing the program.

Publisher: **Harcourt School Publishers**

Title of Program: ***Reflections: California Series***

Grade Levels: **K-6**

Program Summary
Reflections includes a student edition (SE), teacher edition (TE), homework and practice book (HP), assessment program (AP), reading support and intervention (RSI), and English learner guide (SEL), readers (RE), music (MU), atlas (AT), interactive time line (TL), primary source collection (PR), transparencies (TR), and a geography skills CD (GE).

Recommendation
The Curriculum Commission recommends Harcourt School Publishers' *Reflections* for adoption, with minor edits and corrections, because it is aligned with the content standards and meets the evaluation criteria.

Content/Alignment with Curriculum
This program meets all the evaluation criteria in this category. The program is aligned to the *History-Social Science Content Standards* and reflects current and confirmed research.

Program Organization
This program meets the evaluation criteria in this category. The program is organized in sequence to enable students and teachers to access the content efficiently and effectively.

Assessment
This program meets the evaluation criteria in this category. The program presents strategies for measuring what students know and are able to do.

Universal Access
This program meets the evaluation criteria in this category. The program is understandable to all students, including students eligible for Special Education, English learners, and students whose achievement is either below or above that typical of the class or grade level.

Instructional Planning and Support
This program meets the evaluation criteria in this category. The program provides support for the teacher in implementing the instructional program.

Publisher: **Holt, Rinehart and Winston**

Title of Program: ***Holt California Social Studies***

Grade Levels: **6-8**

Program Summary
Holt California Social Studies includes a student edition (SE), teacher edition (TE), interactive reader and study guide (IRSG), chapter resource activity files (CRF), workbook (WK), presentations (PP), transparencies (TR), chapter summaries (CS), primary source library (PR), quiz game (QU), videos (VI), music (MU), universal access guide and materials (UA), standards review (CSR), and assessments (AS). Grade 8 includes civics participation activities guides (CPAG), Supreme Court cases (SCCB), and Constitution study guide (CSG).

Recommendation
The Curriculum Commission recommends Holt, Rinehart and Winston's *Holt California Social Studies* for adoption, with minor edits and corrections, because it is aligned with the content standards and meets the evaluation criteria.

Content/Alignment with Curriculum
This program meets all the evaluation criteria in this category. The program is aligned to the *History–Social Science Content Standards* and reflects current and confirmed research.

Program Organization
This program meets the evaluation criteria in this category. The program is organized in sequence to enable students and teachers to access the content efficiently and effectively.

Assessment
This program meets the evaluation criteria in this category. The program presents strategies for measuring what students know and are able to do.

Universal Access
This program meets the evaluation criteria in this category. The program is understandable to all students, including students eligible for Special Education, English learners, and students whose achievement is either below or above that typical of the class or grade level.

Instructional Planning and Support
This program meets the evaluation criteria in this category. The program provides support for the teacher in implementing the instructional program.

Publisher: **Houghton Mifflin**

Title of Program: ***Houghton Mifflin History-Social Science***

Grade Levels: **K-6**

Program Summary
Houghton Mifflin History-Social Science includes a pupil edition (PE), teacher edition (TE), independent books (IN), leveled readers (LR), practice book (PR), universal access resources (UA), primary sources plus (PSP), blackline masters (BLM), transparencies (TR), assessments (AS), test generator (TG), lesson planner CD-ROM (LP), videos (VI), maps (MA), and a geography game (GE).

Recommendation
The Curriculum Commission recommends Houghton Mifflin's Houghton Mifflin History-Social Science for adoption, with minor edits and corrections, because it is aligned with the content standards and meets the evaluation criteria.

Content/Alignment with Curriculum
This program meets all the evaluation criteria in this category. The program is aligned to the History–Social Science Content Standards and reflects current and confirmed research.

Program Organization
This program meets the evaluation criteria in this category. The program is organized in sequence to enable students and teachers to access the content efficiently and effectively.

Assessment
This program meets the evaluation criteria in this category. The program presents strategies for measuring what students know and are able to do.

Universal Access
This program meets the evaluation criteria in this category. The program is understandable to all students, including students eligible for Special Education, English learners, and students whose achievement is either below or above that typical of the class or grade level.

Instructional Planning and Support
This program meets the evaluation criteria in this category. The program provides support for the teacher in implementing the instructional program.

Publisher: **Macmillan/McGraw-Hill**

Title of Program: ***California Vistas***

Grade Levels: **K-6**

Program Summary
California Vistas includes a pupil edition (PE), teacher's edition (TE), flipchart (FC), leveled biographies (BI), activity book (AC), atlas (AT), maps (MA), transparencies (TR), English learner program (EL), TeacherWorks CD-ROM (TW), videos (VI), primary sources (PR), Web site (WB), unit newspapers (NE), practice and activity books (PA), blackline masters (BLM), and assessments (AS).

Recommendation
The Curriculum Commission recommends Macmillan/McGraw-Hill's *California Vistas* for adoption, with minor edits and corrections, because it is aligned with the content standards and meets the evaluation criteria.

Content/Alignment with Curriculum
This program meets all the evaluation criteria in this category. Instructional materials provide instruction designed to ensure that students master all the *History–Social Science Content Standards*.

Program Organization
This program meets the evaluation criteria in this category. This program is sequentially organized to provide structure, in-depth study, strategies for universal access, and a unified narrative that allows all students an opportunity to achieve the essential knowledge and skills described in the *History–Social Science Content Standards* and *Framework*.

Assessment
This program meets the evaluation criteria in this category. Assessment tools, incorporated throughout the program, present strategies for measuring what students know and are able to do. These tools include multiple choice, short answer, essay, and oral presentation.

Universal Access
This program meets the evaluation criteria in this category. This program provides comprehensive guidance for teachers of students with a variety of needs: English learners, advanced learners, student below grade level in reading and writing skills, and Special Education students. All suggestions and procedures for meeting the needs of all students are ready to use with minimum modification.

Instructional Planning and Support
This program meets the evaluation criteria in this category. The program provides support for the teacher in implementing the instructional program. Resources offer information about important events, people, places, and ideas appearing in the *History–Social Science Content Standards* and *Framework*.

Publisher: **McDougal Littell**

Title of Program: ***McDougal Littell California Middle School Social Studies Series***

Grade Levels: **6-8**

Program Summary
McDougal Littell California Middle School Social Studies includes a pupil edition (PE), teacher edition (TE), transparencies (TR), reading toolkit (RT), workbook (WK), planner and lesson plans (PL), in-depth resources (RE), primary resources (PR), biographies (BI), assessments (AS), presentations (PP), music (MU), social studies library (LI), and English learner lesson plans (EL).

Recommendation
The Curriculum Commission recommends McDougal Littell's *McDougal Littell California Middle School Social Studies Series* for adoption, with minor edits and corrections, because it is aligned with the content standards and meets the evaluation criteria.

Content/Alignment with Curriculum
This program meets all the evaluation criteria in this category. The program is aligned to the History–Social Science Content Standards and reflects current and confirmed research.

Program Organization
This program meets the evaluation criteria in this category. The program is organized in sequence to enable students and teachers to access the content efficiently and effectively.

Assessment
This program meets the evaluation criteria in this category. The program presents strategies for measuring what students know and are able to do.

Universal Access
This program meets the evaluation criteria in this category. The program is understandable to all students, including students eligible for Special Education, English learners, and students whose achievement is either below or above that typical of the class or grade level.

Instructional Planning and Support
This program meets the evaluation criteria in this category. The program provides support for the teacher in implementing the instructional program.

Publisher: **Oxford University Press**

Title of Program: ***Oxford History-Social Science Program for California***

Grade Levels: **5, 7, 8**

Program Summary
Oxford History-Social Science Program for California includes student books (SB), teaching guides (TG), student study guides (SSG), and primary sources (PR).

Recommendation
The Curriculum Commission recommends Oxford University Press's *Oxford History-Social Science Program for California* for adoption for grades 5, 7, and 8, with minor edits and corrections, because it is aligned with the content standards and meets the evaluation criteria at those grade levels.

Content/Alignment with Curriculum
This grade 5, 7, and 8 levels of this program meet all the evaluation criteria in this category. The grade 5, 7, and 8 levels are aligned to the *History–Social Science Content Standards* and reflect current and confirmed research.

Program Organization
This program meets the evaluation criteria in this category. The program is organized in sequence to enable students and teachers to access the content efficiently and effectively.

Assessment
This program meets the evaluation criteria in this category. The program presents strategies for measuring what students know and are able to do.

Universal Access
This program meets the evaluation criteria in this category. The program is understandable to all students, including students eligible for Special Education, English learners, and students whose achievement is either below or above that typical of the class or grade level.

Instructional Planning and Support
This program meets the evaluation criteria in this category. The program provides support for the teacher in implementing the instructional program.

Publisher: **Oxford University Press**

Title of Program: ***Oxford History-Social Science Program for California***

Grade Levels: **6**

Program Summary
Oxford History-Social Science Program for California includes student books (SB), teaching guides (TG), student study guides (SSG), and primary sources (PR).

Recommendation
The Curriculum Commission does not recommend *Oxford University Press's Oxford History-Social Science Program for California* for adoption for grade 6, because it does not fully meet criteria Category 1.

Content/Alignment with Curriculum
Grade 6 of this program does not meet all of the evaluation criteria in this category. In particular, the program's portrayal of world religions does not remain neutral, and includes language and examples that are derogatory, accusatory, or instill prejudice against other religions or those that believe in other religions. Specifically, the Commission noted that the portrayal of the development of Judaism and Hinduism violates criterion 1.10.

Program Organization
This program meets the evaluation criteria in this category. The program is organized in sequence to enable students and teachers to access the content efficiently and effectively.

Assessment
This program meets the evaluation criteria in this category. The program presents strategies for measuring what students know and are able to do.

Universal Access
This program meets the evaluation criteria in this category. The program is understandable to all students, including students eligible for Special Education, English learners, and students whose achievement is either below or above that typical of the class or grade level.

Instructional Planning and Support
This program meets the evaluation criteria in this category. The program provides support for the teacher in implementing the instructional program.

Publisher: **Pearson Prentice Hall**

Title of Program: ***Prentice Hall Social Studies***

Grade Levels: **6-8**

Program Summary
Prentice Hall Social Studies includes a student edition (SE), teacher's edition (TE), interactive student edition (ISE), interactive TE (ITE), teaching resources (TR), *Presentation Express* CD (PE), transparencies (TRN), *Interactive Reading and Notetaking Study Guide* (IRSG), *Social Studies Skill Tutor* CD (SSST), videos (VI), assessments (AS), test bank CD (TB), quiz show CD (QU), presentations (PR), and assessment rubrics (RU).

Recommendation
The Curriculum Commission recommends Pearson Prentice Hall's *Prentice Hall Social Studies* for adoption, with minor edits and corrections, because it is aligned with the content standards and meets the evaluation criteria.

Content/Alignment with Curriculum
This program meets all the evaluation criteria in this category. The program is aligned to the *History–Social Science Content Standards* and reflects current and confirmed research.

Program Organization
This program meets the evaluation criteria in this category. The program is organized in sequence to enable students and teachers to access the content efficiently and effectively.

Assessment
This program meets the evaluation criteria in this category. The program presents strategies for measuring what students know and are able to do.

Universal Access
This program meets the evaluation criteria in this category. The program is understandable to all students, including students eligible for Special Education, English learners, and students whose achievement is either below or above that typical of the class or grade level.

Instructional Planning and Support
This program meets the evaluation criteria in this category. The program provides support for the teacher in implementing the instructional program.

Publisher: **Pearson Scott Foresman**

Title of Program: ***Scott Foresman History-Social Science for California***

Grade Levels: **K-5**

Program Summary
Scott Foresman History-Social Science for California includes a student text (ST), teacher resources binder (TRB), transparencies (TR), primary sources (PR), biographies (BI), content readers (CR), atlas (AT), a flip-chart (FC), literature books (LB), maps (MA), activities (AC), and digital resources (DP) including: videos (VI), music (MU), games (GA).

Recommendation
The Curriculum Commission recommends Pearson Scott Foresman's *Scott Foresman History-Social Science for California* for adoption, with minor edits and corrections, because it is aligned with the content standards and meets the evaluation criteria.

Content/Alignment with Curriculum
This program meets all the evaluation criteria in this category. The program is aligned to the *History–Social Science Content Standards* and reflects current and confirmed research.

Program Organization
This program meets the evaluation criteria in this category. The program is organized in sequence to enable students and teachers to access the content efficiently and effectively.

Assessment
This program meets the evaluation criteria in this category. The program presents strategies for measuring what students know and are able to do.

Universal Access
This program meets the evaluation criteria in this category. The program is understandable to all students, including students eligible for Special Education, English learners, and students whose achievement is either below or above that typical of the class or grade level. Strategies for English Learner students are embedded throughout the program.

Instructional Planning and Support
This program meets the evaluation criteria in this category. The program provides support for the teacher in implementing the instructional program.

Publisher: **Teachers' Curriculum Institute**

Title of Program: ***History Alive! California Middle Schools Program***

Grade Levels: **6-8**

Program Summary
History Alive! consists of a student edition (SE), lesson guides (LG), *Interactive Student Notebook* (ISN), online resources (OLR), placards (PL), overhead transparencies (OT), audio CD (CD), and California Standards Mastery Guide for Teachers (CA.)

Recommendation
The Curriculum Commission recommends Teachers' Curriculum Institute's *History Alive! California Middle Schools Program* for adoption, with minor edits and corrections, because it is aligned with the content standards and meets the evaluation criteria.

Content/Alignment with Curriculum
This program meets all the evaluation criteria in this category. The program is aligned to the *History–Social Science Content Standards* and reflects current and confirmed research.

Program Organization
This program meets the evaluation criteria in this category. The program is organized in sequence to enable students and teachers to access the content efficiently and effectively.

Assessment
This program meets the evaluation criteria in this category. The program presents strategies for measuring student outcomes.

Universal Access
This program meets the evaluation criteria in this category. This program provides access for all students including those eligible for special instruction, English learners, and students who achieve below or above grade level.

Instructional Planning and Support
This program meets the evaluation criteria in this category. The program provides support for teachers to successfully implement the program.

Appendix A

Criteria for Evaluating Instructional Materials in History-Social Science, Kindergarten Through Grade Eight

This document provides criteria for evaluating the alignment of instructional materials with the *History-Social Science Standards for California Public Schools (2000)* and the *History-Social Science Framework for California Public Schools (2001 Updated Edition).* The content standards were adopted by the California State Board of Education in October 1998. They describe what students should know and be able to do at each grade level. The updated framework was adopted by the State Board of Education in October 2000. It incorporates the standards and includes instructional guidelines. The framework, together with the standards, defines the essential skills and knowledge in history-social science that will enable all California students to enjoy a world-class education.

The instructional materials must provide guidance for the teacher to present the content standards and curriculum at each grade level and to teach students all the analysis skills required for the grade spans. Students should be able to demonstrate reasoning, reflection, and research shills. These skills are to be learned through, and applied to, the content standards and are to be assessed only in conjunction with the content standards. Special attention should also be paid to the appendixes in the framework, which address important overarching issues.

The 2005 the State Board of Education will adopt a new list of history-social science instructional materials for use in kindergarten through grade eight. This adoption and any follow-up adoption prior to 2011 will be guided by the criteria described below. To be adopted, materials must first meet *in full* Category 1, History-Social Science Content/Alignment with Standards. Materials will be evaluated holistically in the other categories of Program Organization, Assessment, Universal Access, and Instructional Planning and Support. (These criteria may also be used by publishers and local educational agencies as a guide for developing and selecting instructional materials for grades nine through twelve.) To assist the State Board in the evaluation of instructional materials, publishers will use a standards map template supplied by the California Department of Education to demonstrate a programs' alignment with the standards.

The criteria are organized into five categories:

1. **History-Social Science Content/Alignment with Standards:** The content as specified in the *Education Code,* the *History-Social Science Content Standards* and the *History-Social Science Framework (2001 Updated Edition)*
2. **Program Organization:** The sequence and organization of the history-social science program.
3. **Assessment:** The strategies presented in the instructional materials for measuring what students know and are able to do.

4. **Universal Access:** Instructional materials that are understandable to all student, including students eligible for special education, English learners, and students whose achievement is either below or above that typical of the class or grade level.
5. **Instructional Planning and Support:** The instructional planning and support information and materials, typically including a separate edition specially designed for use by teachers in the implementing the *History-Social Science Standards* and *History-Social Science Framework*.

History-social science instructional materials must support teaching aligned with the standards and framework. Materials that are contrary to or inconsistent with the standards, framework, and criteria are not allowed. Extraneous materials should be minimal and clearly purposeful.

Category 1: History-Social Science Content/Alignment with Standards

1. Instructional materials, as defined in *Education Code* Section 60010 (h), provide instruction designed to ensure that students master all the *History-Social Science Content Standards* for the intended grade level. Analysis skills of the pertinent grade-span must be covered at every grade level.
2. Instructional materials reflect and incorporate the content of the *History-Social Science Framework*.
3. Instructional materials shall use proper grammar and spelling (*Education Code* Section 60045).
4. Instructional materials present accurate, detailed content and a variety of perspectives.
5. History is presented as a story well told, with continuity and narrative coherence (a beginning, a middle, and an end) and based on the best recent scholarship. Without sacrificing historical accuracy, the narrative is rich with the forceful personalities, controversies, and issues of the time. Primary sources, such as letters, diaries, documents, and photographs, are incorporated into the narrative in order to present an accurate and vivid picture of the times.
6. Materials include sufficient use of primary sources appropriate to the age level so that students understand from the words of the author(s) the way people saw themselves, their work, their ideas and values, their assumptions, their fears and dreams, and their interpretation of their own times. These sources are to be integral to the program and are carefully selected to exemplify the topic. They serve as a voice from the past, with an accurate and thorough sense of the period. When only an excerpt of a source is included in the materials, the students and teachers are referred to the entire primary source. The materials present different perspectives of participants, both ordinary and the extraordinary people, in world and U.S. history.

7. Materials include the study of issues and historical and social science debates. Students are presented with different perspectives and come to understand the importance of reasoned debate and reliable evidence, recognizing that people in a democratic society have the right to disagree.
8. Throughout the instructional resources the importance of the variables of time and place, when and where, history and geography is stressed repeatedly. In examining the past and present, the instructional resources consistently help students recognize that events and changes occur in a specific time and place. Instructional resources also consistently help students judge the significance of the relative location of place.
9. The history-social science curriculum is extensively enriched with various genres of fiction and nonfiction literature of and about the historical period. Forms of literature such as diaries, essays, biographies, autobiographies, myths, legends, historical tales, oral literature, poetry, and religious literature richly describe the issues or the events studied as well as the life of the people, including both work and leisure activities.
10. Materials on religious subject matter remains neutral,; do not advocate one religion over another; do not include simulation or role playing of religious ceremonies or beliefs; do not include derogatory language about a religion or use examples from sacred texts or other religious literature that are derogatory, accusatory, or instill prejudice against other religions or those who believe in other religions.
11. Numerous examples are presented of women and men from different demographic groups who used their learning and intelligence to make important contributions to democratic practices and society and to science and technology. Materials emphasize the importance of education in a democratic society.
12. For grades six through eight, the breadth and depth of world history to be covered are described in the updated *History-Social Science Framework* in Appendix D: “The World History Sequence at Grades Six, Seven, and Ten: Content, Breadth/Depth, and Coverage Issues with Some Local Options.” In addition to the content called for at grade six, instructional materials shall include the grade seven standards on the Roman Empire (standard 7.1 and its sequence) and Mayan Civilization (standard 7.7 and the applicable Mayan aspects of the sequence). In addition to the content called for at grade eight, materials shall include the grade seven content standards on the Age of Exploration, the Enlightenment, and the Age of Reason (standard 7.11 and its sequence).
13. For kindergarten through grade three, instructional materials are distinguished by the inclusion of literature that brings alive people and events for children and teaches ethics, values, and civic responsibility. The selections are broadly representative of varied cultures, ethnic groups, men, women, and children and, where appropriate, provide meaningful connections to the other content standards: English-language arts, mathematics, science, and visual and performing arts.

14. Student writing assignments are aligned with the grade-level expectations in the *English-Language Arts Content Standards* (adopted by the State Board of Education in 1997) under the strands "Writing" and "Written and Oral English Language Conventions."
15. Instructional materials use biography to portray the experiences of men and women, children and youths. Where the standards call for examples (or use "e.g."), materials shall go beyond the listed examples and include the roles and contributions of people from different demographic groups: American Indians, African Americans, Mexican Americans, Asian Americans, European Americans, and members of other ethnic and cultural groups. (*Education Code*, Section 60040)
16. Instructional materials, where appropriate, present the contributions of the entrepreneur and labor in the total development of California and the United States. (*Education Code* sections 51009 and 60040).
17. Instructional materials, where appropriate and called for in the standards, include examples of religious and secular thinkers in history. All materials must be in accordance with the guidance provided in the updated *History-Social Science Framework,* Appendix C, "Religion and the Teaching of History-Social Science" and *Education Code*, sections 51500, 51501, 51511, and 51513. The rites and practices of religions must be respected and must not be reenacted or simulated in any manner. When U.S. history is examined, religious matters, both belief and nonbelief, must be treated respectfully and be explained as protected by the U.S. Constitution.
18. Instructional materials, where appropriate, examine humanity's place in ecological systems and the necessity of the protection of the environment (*Education Code,* Section 60041).
19. Instructional materials for grades five and eight shall include a discussion of the Great Irish Famine of 1845-50 and the effect of the famine on American history (*Education Code*, Section 51226.3[c]).
20. Emphasis is placed on civic values, democratic principles, and democratic institutions, including frequent opportunities for discussion of the fundamental principles embodied in the U.S. Constitution and the Bill of Rights. When appropriate to the comprehension of pupils, instructional materials shall include a copy of the U.S. Constitution and the Declaration of Independence. (*Education Code* Section 60043)
21. Materials emphasize America's multiethnic heritage and its contribution to this country's development while explaining how American civic values provide students with a foundation for understanding their rights and responsibilities in this pluralistic society. (*Education Code* sections 51226.5 and 60200.6)
22. Materials on American life and history give significant attention to the principles of morality, truth, justice, and patriotism and to a comprehension of the rights, duties, and dignity of American citizenship, inspiring an understanding of and a commitment to American ideals. Examples of memorable addresses by historical figures

presented in their historical context, including the effect of those addresses on people then and now. (*Education Code* sections 52720 and 60200.5)

23. Materials for studying the life and contributions of Cesar E. Chavez and the history of the farm labor movement and of Martin Luther King, Jr., and the civil rights movement shall be included at each grade level, with suggestions for supporting the respective holidays in honor of those men and the accompanying activities. (*Education Code* sections 51008 and 60200.6)
24. Any gross inaccuracies and/or deliberate falsifications revealed during the review process will result in disqualification, and any found during the adoption cycle will be subject to removal of the program from the list of state-adopted textbooks. Gross inaccuracies and/or deliberate falsifications are defined as those requiring changes in content.
25. All authors listed in the instructional program are held responsible for the content. If requested, the authors must be willing to supply proof of authorship. Beyond the title and publishing company's name, the only name to appear on a cover and title page shall be the actual author or authors.

Category 2: Program Organization

1. Sequential organization of the material provides structure concerning what students should learn each year and allows teachers to convey the history-social science content efficiently and effectively.
2. The content is well organized and presented in a manner consistent with providing all students an opportunity to achieve the essential knowledge and skills described in the standards and framework. The academic language (i.e., vocabulary) specific to the content is presented in a manner that provides explicit instructional opportunities for teachers and appropriate practice for all students.
3. A detailed, expository narrative approach providing for in-depth study is the predominant writing mode and focuses on people, their ideas, thoughts, actions, conflicts, struggles, and achievements.
4. Explanations are provided so that students clearly understand the likely causes of the events, the reasons the people and events are important, why things turned out as they did, and the connections of those results to events that followed.
5. The narrative unifies and interrelates the many facts, explanations, visual aids, maps, and literary selections included in the topic or unit. These components clearly contribute directly to students' deeper understanding and retention of the events.
6. The relevant grade-level standards shall be explicitly stated in both the teacher and student editions. Topical headings reflect the framework and standards and clearly indicate the content that follows.
7. Each topic builds clearly on the preceding one(s) in a systematic manner.

8. Topics selected for in depth study are enriched with a variety of materials and content-appropriate activities and reflect the framework's course descriptions.
9. Each unit presents strategies for universal access, including ways in which to improve vocabulary and reading and language skills of English learners in the context of history-social science.
10. Materials explain how history-social science instruction may be improved by effective use of library media centers and information literacy skills.
11. The tables of contents, indices, glossaries, content summaries, and assessment guides are designed to help teachers, parents/guardians, and students.

Category 3: Assessment

1. Assessment tools measure what students know and are able to do, including their analysis skills, as defined by the standards.
2. Assessment tools that publishers include as part of their instructional materials should provide evidence of students' progress towards mastering the content called for in the standards and framework and should yield information teachers can use in planning and modifying instruction to help all students meet or exceed the standards.
3. Materials provide frequent assessments at strategic points of instruction by such means as pre-tests, unit tests, chapter tests, and summative tests.
4. Materials assess students' progress towards meeting the instructional goals of history-social science, most notably by expository writing. Student writing assessments are aligned with the grade-level requirements in the *English-Language Arts Content Standards* under the strands of "Writing" and "Written and Oral English Language Conventions."
5. Materials include analytical rubrics that are content-specific and provide explanation of the use of the rubrics by teachers and students to evaluate and improve skills in writing, analysis, and the use of evidence.
6. Assessment tools include multiple-choice, short answer, essay and oral presentation.
7. Assessment tools measure how students are able to use library media centers and information literacy skills when studying history-social science topics.

Category 4: Universal Access

1. Instructional materials shall provide access to the curriculum for all students. Therefore, the following design principles for perceptual alternatives shall be used:
    - To be consistent with federal copyright law, all text for students must be in digital format so that it can easily be transcribed, reproduced, modified, and distributed

in braille, large print (only if the publisher does not offer such an edition), recordings, American Sign Language videos for the deaf, or other specialized accessible media exclusively for use by pupils with visual disabilities or other disabilities that prevent use of standard materials.

- Written captions and written descriptions must be in digital format for audio portions of visual instructional materials, such as videotapes (for those students who are deaf or hearing impaired).
- Educationally relevant descriptions must be provided for those images, graphic devices, or pictorial information essential to the teaching of key concepts. (When key information is presented solely in graphic or pictorial form, it limits access for students who are blind or who have low vision. Digital images with an oral description provide not only access for those students, but also flexibility for instructional emphasis, clarity, and direction.)

2. Instructional materials present comprehensive guidance for teachers in providing effective, efficient instruction for all students. Instructional materials should provide access to the standards and framework-based curriculum for all students including those with special needs: English learners, advanced learners, students below grade level in reading and writing skills, and special education students.
3. Materials for kindergarten through grade three focus on the content called for in the *History-Social Science Content Standards* and *History-Social Science Framework* while complementing the goals of the *English/Language Arts Content Standards* and the *Reading/Language Arts Framework for California Public Schools* (adopted in 1999).
4. Materials for grades four through eight provide suggestions to further instruction in history-social science while assisting those students whose reading and writing skills are below grade level.
5. Instructional materials are constructed to help meet the needs of students whose reading, writing, listening, and speaking fall below the level prescribed in the English-language arts content standards and to assist in accelerating students' skills to grade level. Those students who are *significantly* below grade level in reading (two years or more) should be directed to intensive reading instruction.
6. Materials must address the needs of students who are at or above grade level. Although materials are adaptable to each student's point of entry, such differentiated instruction is focused on the history-social science content standards.
7. All suggestions and procedures for meeting the instructional needs of all students are ready to use with minimum modifications.
8. Materials provide suggestions for enriching the program or assignments for advanced learners by:
   - Studying a topic, person, place, or event in more depth
   - Conducting a more complex analysis of a topic, person, place, or event

- Reading and researching related topics independently
- Emphasizing the rigor and depth of the analysis skills to provide a challenge for all students

9. Materials provide suggestions to help teach English learners the *History-Social Science Content Standards* while reinforcing instruction based on the *English-Language Content Standards*—notably to read, write, comprehend and speak at academically proficient levels.
10. Materials use the following design principles for "considerate" text:
    - Adequate titles for each selection
    - Introductory subheadings for chapter sections
    - Introductory paragraphs
    - Concluding or summary paragraphs
    - Complete paragraphs including a clear topic sentence, relevant support, and transitional words and expressions (e.g., *furthermore, similarly*)
    - Effective use of typographical aids, such as boldface print, italics
    - Relevant, standards-aligned visual aids connected to the print: illustrations, photographs, charts, graphs, maps
    - Manageable instead of overwhelming visual and print stimuli
    - Identification and highlighting of important terms
    - List of objectives or focus questions at the beginning of each selection
    - List of follow-up comprehension and application questions

Criterion 5: Instructional Planning and Support

1. Teacher support materials, including the required teacher edition, are built into the instructional materials and contain suggestions and illustrative examples of how teachers can implement the instructional program.
2. The teacher edition and student editions present ways for all students to learn the content and analysis skills called for in the standards.
3. Directions are explicit regarding how the analysis skills are to be taught and assessed in the context of the content standards.
4. Instructional materials provide a clear road map for teachers to follow when planning instruction.
5. Teacher and student editions have correlating page numbers.
6. Instructional materials include a teacher-planning guide describing the relationships between the components of the program how to use all the components to meet all the standards.

7. Publishers provide teachers with easily accessible and workable instructional examples and with practice opportunities for students as they develop their understanding of the content and analysis skills.
8. Blackline masters are accessible in print and in digitized formats and are easily reproduced. Black areas shall be minimal in order to require less toner when printing or photocopying.
9. The teacher's edition describes what to teach, how to teach and when to teach.
10. Terms from the standards are used appropriately and accurately in the instructions.
11. All assessment tools, instructional tools and informational technology resources include technical support and suggestions for appropriate use of technology.
12. Electronic learning resources, when included, support instruction and connect explicitly to the standards.
13. The teacher resource materials provide background information about important events, people, places and ideas appearing in the standards and framework.
14. Instructional practices recommended in the materials are based on the content in the standards and on current and confirmed research.
15. Materials discuss and address common misconceptions held by students.
16. Homework extends and reinforces classroom instruction and provides additional practice of skills that have been taught.
17. Materials include suggestions on how to explain students' progress toward attaining the standards.
18. Materials include suggestions for parents on how to support student achievement.
19. The format clearly distinguishes instructions for teachers from those for students.
20. Answer keys are provided for all workbooks and other related student activities.
21. Publishers provide charts of the time requirements and cost of staff development services available for preparing teachers to implement fully the program.
22. Materials provide teachers with instructions on how outside resources (e.g., guest speakers, museum visits, and electronic field trips) are to be incorporated into a standards-based lesson.
23. Materials provide guidance on the effective use of library media centers to improve instruction and on the materials in library media centers that would best complement the history-social science content standards.

APPENDIX B

LEARNING RESOURCE DISPLAY CENTERS

Locations for Reviewing Both Submitted and Adopted Instructional Materials and Resources for Grades K-8

LRDC #1
Peg Gardner
Humboldt County Office Of Education
Humboldt Educational Resource Center
901 Myrtle Ave.
Eureka, CA 95501
707-445-7077

LRDC #2
Bob Benoit
Butte County Office of Education
Instructional Resource Center
5 County Center Drive
Oroville, CA 95965
530-532-5815

LRDC # 3
Karen Elizabeth Smith
Sonoma County Office of Education
Instructional Resources Center
5340 Skylane Blvd.
Santa Rosa, CA 95403
707-524-2837

LRDC # 4
Ben Anderson
Sacramento County Office of Education
Instructional Technology and Learning Resources
10474 Mather Blvd.
Mather, CA 95655
916-228-2351

LRDC #5
Rovina Salinas
Contra Costa County Office of Education
Curriculum and Instruction Department
77 Santa Barbara Road
Pleasant Hill, CA 94523
925-942-5332

LRDC #6
Hector Garcia
Alameda County Office of Education
Educational Services
313 West Winton Ave.
Hayward, CA 94544
510-670-4235

LRDC #7
Rita Yee
College of Education
San Francisco State University
Cahill Learning Resources & Media Lab.
1600 Holloway Ave., Burk Hall 319
San Francisco, CA 94132
415-338-3423

LRDC #8
V. Ruth Smith
Stanislaus County Office of Education
Technology Learning Resources
1100 H Street
Modesto, CA 95354
209-525-4988

LRDC #9
Diane Perry
Santa Clara County Office of Education
Library Service #232
1290 Ridder Park Drive
San Jose, CA 95131-2304
408-453-6800

LRDC #10
John Magneson
Merced County Office of Education
Instructional Services
632 W. 13th Street
Merced, CA 95340
209-381-6630

LRDC #11
Janie Rocheford
Fresno County Office of Education
School Library and Media Services
1111 Van Ness
Fresno, CA 93721
559-265-3094

LRDC #12
Elainea Scott and Steven Woods
Tulare County Office of Education
Educational Resource Services
7000 Doe Avenue, Suite A
Visalia, CA 93291
559-651-3077

LRDC #13
Anne Santer
Kern County Superintendent of Schools
The Learning Center
2020 K Street
Bakersfield, CA 93301
661-636-4640

LRDC #15
Lorna Lueck
University of California
Davidson Library, Curriculum Lab
Santa Barbara, CA 93106-9010
805-893-3060

LRDC #16
Patti Johnson
Ventura Co. Supt. of Schools Office
Educational Services Center
570 Airport Way
Camarillo, CA 93010
805-388-4407

LRDC #17
Cindy Munz
San Bernardino Co. Supt. of Schools
Curriculum and Instruction
4595 Hallmark Parkway
San Bernadino, CA 92407-1834
909-386-2666

LRDC #18
Sharon McNeil
Los Angeles County Office of Education
Library Services
12757 Bellflower Blvd.
Downey, CA 90242
562-922-6359

LRDC #19
Esther Sinofsky
Los Angeles Unified School District
Textbook Services
1545 Wilshire Blvd. Suite 200
Los Angeles, CA 90017
213-207-2280

LRDC #20
Sandra Lapham
Orange Co. Department of Education
1715 E. Wilshire, Ste. 713
Santa Ana, Ca. 92705
714-541-1052

LRDC #21
David Rios
University of California, Riverside
Rivera Library
P.O. Box 5900
Riverside, CA 92517-5900
951-827-3715 or 951-827-4394

LRDC #22
Barbara Takashima
San Diego County Office of Education
Learning Resource Display Center
6401 Linda Vista Rd., Room 201
San Diego, CA 92111
858-292-3557

The following LRDCs display adopted instructional materials and resources for grades K-8 only, they do not review submitted materials and resources prior to adoption.

LRDC #A1
Karol Thomas
San Mateo County Office of Education
101 Twin Dolphin Drive
Redwood City, CA 94065-1064
650-802-5655

LRDC #A2
Susan Kendall
San Jose State University
King Library
150 East San Fernando
San Jose, CA 95192-0028
408-808-2000

LRDC #A3
Rosalind Van Auker
California State University Sacramento
Library - Reference Department
2000 State University Drive, East
Sacramento, CA 95819-6039
(916) 278-5673

LRDC #A4
Dr. Jose Montelongo
California Polytechnic State University
Kennedy Library
Information and Instructional Services
1 Grand Avenue
San Luis Obispo, CA 93407
805-756-1398

LRDC #A5 – Attn: Collette Childers
Pollak Library
Curriculum Materials Center
California State University Fullerton
800 N. State College Blvd.
Fullerton, CA 92834
(714) 278-2151

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: November 8, 2005

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

FROM: Sue Stickel, Deputy Superintendent
Curriculum and Instruction Branch

RE: Item No. 5

SUBJECT: 2005 History-Social Science Primary Adoption: Curriculum Development and Supplemental Materials Commission Recommendations

Edits and Corrections Process

On October 14 and 21, 2005, the Chair and Vice Chair of the Curriculum Commission, along with Content Review Panel (CRP) members and California Department of Education (CDE) staff, met with publishers to resolve the edits and corrections that had been noted in the Report of Findings of the Instructional Material Advisory Panel (IMAP) and CRP which had been approved by the Curriculum Commission at its meeting on September 30, 2005.

At the meeting on October 14, the edits and corrections panel met with 6 publishers who had a total of 366 edits and corrections. The panel reviewed sample pages from the publishers indicating how each edit and correction would look in the final version of the text. On October 21, the panel met with 4 publishers who had a total of 126 edits and corrections.

Ad Hoc Committee

Due to the volume of public comments containing suggested edits and corrections received prior to its meeting on September 28-30, 2005, the Curriculum Commission at that meeting voted to create an Ad Hoc Committee consisting of three Commissioners and one former Commissioner who would review this material and select specific edits and corrections to add to the Commission's recommendation to the State Board of Education (SBE). The CDE contracted with four CRP experts to assist the Ad Hoc Committee in the review of the suggested edits and corrections.

Lengthy submissions were received from the Institute for Curriculum Services (ICS), the Council on Islamic Education (CIE), the Hindu Education Foundation (HEF), and the Vedic Foundation (VF). The submissions were sent to contracted CRP members to evaluate the material and recommend specific edits and corrections to the Ad Hoc Committee. The Ad Hoc Committee also reviewed edits and corrections that had been submitted by CRP members subsequent to the completion of the IMAP/CRP Reports of Findings, but which had not been recommended to the Commission due to an absence

of specific language that would constitute an edit or correction. Several of the groups submitted citations that highlighted alleged errors in the instructional materials but did not suggest corrective language. Others suggestions included the addition of lengthy passages or new content that would have comprised a content change under the edits and corrections policy adopted by the Curriculum Commission and approved by the SBE. In keeping with SBE policy, only specific edits and corrections were entertained by the Ad Hoc Committee.

The Ad Hoc Committee met on October 31, 2005, to review the list of edits and corrections recommended by the CRP members and CDE staff. Some of the non-recommended edits were added to the recommended list and approved by the Committee as well. Several of the advocacy groups submitted additional edits and corrections on the day of the meeting, but due to the length of these documents and the limited time available these edits were not addressed by the Committee. All of the advocacy group submissions have been forwarded to the SBE as public comment.

In all, the Ad Hoc Committee reviewed 684 edits, of which 499 were approved and added to the Curriculum Commission's recommendation to the SBE. This number approved represents 73 percent of the total. A complete list of the edits approved by the Committee is included as Attachment 1.

Another edits and corrections meeting will be held on November 30, 2005, to review the 499 edits approved by the Ad Hoc Committee with publishers. Due to the volume of approved edits, a second day for this meeting will likely be added. Publishers will also receive a list of concurring edits. At the Commission meeting on September 30, 2005, the Commission included as part of its action the requirement that if a specific edit and correction is made for one publisher, then all publishers that have identical content shall be required to make the same concurring edits. A list of these concurring edits will be provided to publishers along with a list of the edits that came out of the Ad Hoc Committee in a mailing that will be sent immediately after the SBE action on the 2005 History–Social Science Primary Adoption on November 9, 2005.

Attachment 1: Edits and Corrections Approved by the Ad Hoc Committee (107 pages)

Non-Recommended CRP Edits

The following edits were originally included in the Commission packet for the September 28-30, 2005, Curriculum Commission meeting. These edits were submitted by members of the CRP after the IMAP/CRP Reports of Findings were completed. The edits and corrections were not recommended by CDE staff for inclusion in the Curriculum Commission's report to the State Board. However, at the September 29 meeting of the History–Social Science Subject Matter Committee (SMC), the SMC directed staff to include a review of these edits in the work of the Ad Hoc Committee. Most of these edits were not recommended because they lacked specific language from the CRP to rectify a problem highlighted in a given text.

The edits are included in the order that they were originally provided in the Commission packet, and are sorted by publisher in alphabetical order.

Glencoe/McGraw-Hill – Additional edits from CRP members

Edit	Ad Hoc Committee Action
1. Grade 6, p. 197, Teacher's notes, Section 3, The Growth of Judaism, Essential Question, **"**Why do you think some cultures that have people with different religious beliefs are able to survive peacefully whereas others experience violence?" poor question choice	Delete question.
2. Grade 6, p. 206, Content Vocabulary "empire" does not describe small kingdom of Israel delete tribute	Substitute "kingdom" for "empire".
3. Grade 6, p. 212, Section 2 Review Answers 1. "Saul displeased God by disobeying some commands, so God chose another king." Is this a statement of fact????? The fact is that Saul died in battle, the INTERPRETATION of that fact by one part of the Biblical text is that he lost the battle since the deity had forsaken him.	Add to the start of the sentence, "According to the Hebrew scriptures,…"
4. Grade 6, p. 222, "Jewish Teachers," Yavneh is more commonly used than Jamnia.	Replace "Jamnia" with "Yavneh".
5. Grade 6, p. 223, Teacher's Notes, **Delete: "**Writing Support, Research Reports Writing Have students	Delete exercise.

Edit	Ad Hoc Committee Action
describe in a short essay some of the most current attempts to end the violence between Israelis and Palestinians."	

Harcourt – Additional edits from CRP members

Edit	Ad Hoc Committee Action
1. Grade 6: Canaan, after it had become Judah, then Judaea should be referred to that way—not as Palestine until Roman period.	Replace "Canaan" with "Judah" where historically appropriate.
2. Grade 6, Study Guide, Homework and Practice Book, p. 65, Lesson 3: It is inaccurate to imply that the cause of Israel's defeat by the Assyrians was due to its wickedness instead of its military vulnerability.	Add clause, "According to Hebrew scripture,…"
3. Grade 6, SE, p. 215, A Closer Look, "Why might Solomon have built only one temple?" How have the students been equipped to answer this question in a thoughtful way?	Delete question.
4. Grade 6, TE, p.216 Content Focus—**Change:** "Judaism guided everyday life in Solomon's peaceful kingdom, but high taxes…" Solomon was not Jewish, his religion was Israelite.	Replace "Judaism" with "The Israelite religion".
5. Grade 6, SE, p. 247, next to last paragraph: This text fails to recognize that concepts of love of God and love your neighbor are Jewish ideals.	Add, "Love of God and love of neighbor were Jewish ideals too." Note: this overlaps with ICS edit #68.
6. Grade 6, TE, p. 249, Answer misses the point that the Rabbis at Yavneh began the writing down of the Mishnah and the Talmud. These texts are as important to Judaism as the Bible. They are studied today in all levels of Jewish education.	Replace "Jamnia" with "Yavneh". Add "…in the Torah. They began writing the Mishnah and the Talmud."
7. Grade 6, TE, p. 249, Teacher's notes, Q: What problem did Johanan ben Zakkai face and how did he solve it?	In answer to the question, add, "He found a way to save Judaism after the

Edit	Ad Hoc Committee Action
Answer given was not his main problem!	destruction of the temple by starting schools."
8. Grade 6, Homework and Practice book, TE, p. 61: "Answer the questions about Jewish culture--#2, Q: "When the Assyrians invaded, many Israelites left their land. What effect did this have on the Israelite culture? A: When the people scattered, Israelite culture also scattered and became weaker. It meant the end of the Jewish people in the land of Israel This is an inaccurate answer because 1) equates Israelites and Jews and 2) became weaker and end in land of Israel both overstated	Delete sentence, "It meant the end of the Jewish people in the land of Israel."

Houghton Mifflin – Additional edits from CRP members

Note: since this book is identical to the McDougal Littell Grade 6 program, all edits made in one publisher's materials should be made to the other as well.

Edit	Ad Hoc Committee Action
1. Grade 6, SE, p. 326: The text suggests asking students to do a report on Abraham, including how Abraham is honored in other religions. This is not appropriate, as this is a chapter on Jews and Judaism.	Delete exercise.
2. Grade 6, SE, p. 339: The text gives a precise date (515 B.C.) for the completion of the rebuilding of the temple in Jerusalem. I am not sure we can be that certain of this date.	Replace with, "Workers completed the new temple sometime around 515 B.C."
3. Grade 6, SE, p. 343: The text mentions Syrian rulers and their interest in Greek customs. This is misleading, in my view. This Syrian kingdom and its rulers (the Seleucids) are heirs to a portion of Alexander's empire.	Replace with, "In 198 B.C., the Hellenistic kingdom of Syria seized control of Judah."
4. Grade 6, SE, p. 479: "By birth, Saul held Roman citizenship." I do not think we know this.	Delete clause, "By birth".
5. Grade 6, SE, p. 479: Paul spent three years in	Replace with, "After three years, according to

Edit	Ad Hoc Committee Action
Damascus? How do we know this?	Christian scriptures, Paul was ready to travel…"
6. Grade 6, SE, p. 480: Paul left in the autumn of 59 and arrived in Rome in the spring of 60? How do we know this?	Replace with, "According to some who endeavor to reconstruct the history of early Christianity, Paul left on his final journey in late autumn of AD. 59."

Macmillan/McGraw-Hill – Additional edits from CRP members

Edit	Ad Hoc Committee Action
1. Grade 6, TE p. 340 A "Chapter 10: The Early Israelites:" The people of Israel began to farm land in the southwestern portion of the Fertile Crescent in 8000 B.C." and "In 1800 B.C., people called the Children of Israel built a kingdom in this region." Both these dates incorrect, no Israelites in 8000 B.C.E.	On timeline on p. 342, replace current text with: "Ancient inhabitants of Canaan begin farming 8000 B.C." Verify that the date provided is historically accurate, and relates to material contained in the chapter.
2. Grade 6, TE, p. 340C, "6.3.5 deconstruction of the second Temple in A.D. 70." Wrong word used.	Replace "deconstruction" with "destruction".
3. Grade 6, SE, p. 358: Confusing to use Canaan here.	Replace "Canaan" with "Judah".
4. Grade 6, SE, p. 366: Why bring in the Samaritans? Very confusing history which has little to do with the main plot.	Delete the sentence, "The Assyrian settlers were afraid that Israel's God might punish them for taking the Israelites' land, so they offered sacrifices to Israel's God."

McDougal Littell – Additional edits from CRP members

Note: since this book is identical to the Houghton Mifflin Grade 6 program, all edits made in one publisher's materials should be made to the other as well.

Edit	Ad Hoc Committee Action

Edit	Ad Hoc Committee Action
1. Grade 6, SE, p. 339: The text gives a precise date (515 B.C.) for the completion of the rebuilding of the temple in Jerusalem. I am not sure we can be that certain of this date.	Replace with, “Workers completed the new temple sometime around 515 B.C.”
2. Grade 6, SE, p. 343: The text mentions Syrian rulers and their interest in Greek customs. This is misleading, in my view. This Syrian kingdom and its rulers (the Seleucids) are heirs to a portion of Alexander’s empire.	Replace with, “In 198 B.C., the Hellenistic kingdom of Syria seized control of Judah.”
3. Grade 6, SE, pp. 466-471: The text often implicated Jews in the death of Jesus, and suggests conflict between Jesus and the Jewish authorities. This is in violation of the California standards.	Add clause, “According to the gospels,…”
4. Grade 6, SE, p. 479: “By birth, Saul held Roman citizenship.” I do not think we know this.	Delete clause, “By birth”.
5. Grade 6, SE, p. 479: Paul spent three years in Damascus? How do we know this?	Replace with, “After three years, according to Christian scriptures, Paul was ready to travel…”
6. Grade 6, SE, p. 480: Paul left in the autumn of 59 and arrived in Rome in the spring of 60? How do we know this?	Replace with, “According to some who endeavor to reconstruct the history of early Christianity, Paul left on his final journey in late autumn of AD. 59.”
7. Grade 7, SE, p. 50: It is probably incorrect to describe the “kingdom of God/kingdom of heaven” in Jesus’ teaching as a kingdom in heaven. If the so-called Lord’s prayer is authentic, Jesus imagined that God’s reign in heaven might also extend to earth.	Replace with, “Jesus also taught that the kingdom of God was entering world history for all people who followed his teaching.”
8. Grade 7, SE, p. 62: The illustration links a photograph of John Paul II with the statement, “The pope claims authority over all kings and emperors,” implying that this is the current position of the Roman Catholic Church.	Comparisons: the pictures need to be of ancient popes and patriarchs. Modern-day pictures imply that these doctrines are exactly the same today.

Edit	Ad Hoc Committee Action
9. Grade 7, SE, p. 461: The power of the Roman Catholic Church was divided from 1378 until 1417." This strikes me as an unhappily awkward sentence.	Replace with, "The Roman Catholic Church had competing centers of authority from 1378 until 1417."
10. Grade 7, SE, p. 463: The section on indulgences needs to be recast. An indulgence concerns not guilt but penalty. Luther was concerned because indulgences were being sold in such a way that the line between the two was blurred, and those who purchased an indulgence believed they were purchasing the elimination of guilt. Luther knew this was a violation of church teaching, and was unhappy that once alerted to this problem his superiors chose to do nothing.	Delete: "An indulgence was a pardon for sin. People bought indulgences to avoid punishment by God in the afterlife. Reformers were enraged that the Church would act as if someone could buy their way into heaven." Insert: "An indulgence is the relaxation of earthly penalty for sin. However, sometimes indulgences were sold as if they were a pardon for sin, and people bought these thinking they could avoid punishment in the afterlife. Reformers were enraged that the hierarchy of the Church appeared to allow people to believe they could buy their way into heaven."
11. Grade 7, SE, p. 472: "However, Luther condemned these revolts…" It is true that Luther condemned the revolts. It is also true he did so because of their wanton violence and the great loss of life they involved. It is also true that Luther condemned the princes and the wealthy for driving the peasants to this point.	Delete, "However, Luther condemned these revolts, which were mostly unsuccessful." Insert, "Luther condemned both the peasants for the violent nature of the revolts, and the nobility for callous disregard for the plight of the peasants."
12. Grade 8, SE, p. 245: book fails to discuss "civic republicanism" as required; only discusses Madisonian republicanism: the electing of	Add "Civic Republicanism is the idea that citizens uphold civic virtue by participating

Edit	Ad Hoc Committee Action
representatives. "Civic republicanism" by contrast emphasizes participation, people exercising power themselves (not delegating it) and political education via that exercise; the primacy of public good (not private interests); it also uses language of virtue and corruption. Anti-Federalists and Jefferson were civic republicans (c.f. Dnl. T. Rodgers, J. Appleby, J. P. Diggins, and Pocock). This passage fails to represent debates at the time or at the present time about them.	actively in civic life and politics. Exemplifying this, George Washington was an admirer of Cato the Younger, the defender of the ancient Roman republic against Julius Caesar, and Samuel Adams wanted America to be a new Sparta."
13. Grade 8, SE, p. 409: Revise the sentence, "In California, Americans led by the explorer John C. Frémont rebelled against…" In 1846, they were not led by Frémont, he joined them later. They were led by Wm. Ide.	Replace with, "In California, Americans rebelled against Mexican rule in the Bear Flag Revolt, and were joined in that effort by explorer John C. Frémont."
14. Grade 8, SE, p. 622: not accurate or story well told, with continuity: chapter on Progressivism omits role of organized workers and unions. It was a period of famous major strikes over harsh working conditions and anti-labor ("open shop") activity. Omission makes Sinclair's quote (642) inexplicable (he meant that he intended to waken Americans to class issues not just a Food & Drug Act). No mention that Clayton Act (p. 648) declared that "labor is not a commodity."	On p. 642, add after "I hit it in the stomach", "By this Sinclair meant he hoped to promote socialism, but had ended up promoting safety regulations."
15. Grade 8, SE, p. 719: inaccurate, and lack of different perspectives: not true that War in Vietnam began in 1957 because "Communist forces rebelled against the S. Vietnamese government" as American leaders claimed at time. According to The Pentagon Papers (i.e. the Dept. of Defense) the rebellion actually initiated by non-communist citizens protesting the S. Vietnamese government's repression.	Replace with, "The Vietnam War began in 1957 when Vietnamese citizens protested against the South Vietnam government. Communists moved quickly into the leadership of the protest movement."

Pearson Prentice Hall – Additional edits from CRP members

Edit	Ad Hoc Committee Action
1. Grade 6, SE, pp. 370-372: In regard to foreigners (metics) and education (in ancient Greek society girls were not educated) the text seems to describe Athens and to assume that Athenian society can	Revise p. 370 to read, "In Athens, for example, metics had few rights." On p. 372, revise sentence to read, "In

	Edit	Ad Hoc Committee Action
	stand for all of Greek society.	Athens, for example, girls stayed at home, and boys went off to school."
2.	Grade 6, SE, p. 542: Responsibility for the death of Jesus spread among Jews and Romans. The text could be stronger if it made clear that it was the Romans who executed Jesus on a Roman charge. This would largely avoid violating criterion 1.10.	Add clause, "According to the Gospels,…"
3.	Grade 6, SE, p. 547: The text makes too strong a distinction between soul and body. Christians, like Jews, believe in the resurrection of the body. It is not only the soul that lives on, as the text.	Revise to read, "The human soul is <u>distinct</u> from the body, but animates it. Christians believe in the resurrection of the body and that the soul lives on after death."
4.	Grade 6, SE, p. 553: Jewish leaders treated early Christians cruelly. This appears to violate criterion 1.10.	Revise sentence to read, "According to the Christian tradition, they began arresting Christians and treating them cruelly."
5.	Grade 6, SE, p. 570: The text implies that Hypatia was murdered by the bishop of Alexandria. The text should also note that she was the most celebrated teacher within the Neoplatonic school of Alexandria. She was (most likely falsely) accused of turning the prefect of Alexandria against the Christians, and was the victim of violence by a Christian mob. Cyril, the archbishop of Alexandria, was suspected of some complicity, but this was never proved. Cyril was a violent opponent of Neoplatonism, however.	Delete, "Some people in Alexandra, however, including their new bishop, were suspicious of science. The bishop murdered Hypatia." Insert, "Some people in Alexandria, including many Christians, were suspicious of science. A rumor spread that Hypatia had spoken ill of Christians, and she was murdered by a Christian mob."
6.	Grade 7, TE, p. 83, Instruction: Why Umar ruled from a brick compound – students know almost nothing about Umar or building materials.	Delete "Ask students why Umar might have chosen to rule from a mud-brick compound," and the corresponding answer.
7.	Grade 7, SE, p. 507: The section on Luther's 95	Delete, "When a German

	Edit	Ad Hoc Committee Action
	theses and indulgences is particularly unhelpful, it seems to me. Indulgences concern not guilt, but penalty, and in particular the penalty that the church assigned. Luther was upset because many who sold indulgences blurred the line, and many purchased an indulgence thinking that by this purchase they were eliminating guilt. Luther knew that to sell indulgences under these conditions was a violation of church teaching.	priest set up a pulpit to sell indulgences near the town of Wittenberg, an outraged Luther decided to act." Insert, "When a priest sold indulgences near Wittenberg with the promise that their purchase guaranteed forgiveness of sins, an outraged Luther decided to act."
8.	Grade 7, SE, p. 508: The illustration concerning "differing beliefs" is not accurate. The Catholic church did not teach that people can win salvation through good deeds and the fulfillment of the sacraments. Luther was upset that one Catholic teacher, Gabriel Biel, had taught that people can contribute to their own salvation. This teaching was neither universal in the church nor did it suggest that people can "win" or "earn" salvation.	The illustration or table is not accurate concerning Catholic teaching. It should read, "People can contribute to their own salvation through good deeds and the fulfillment of the sacraments."
9.	Grade 7, SE, p. 514: The passage in question concerns the Council of Trent. "It rejected Luther's argument that the Bible alone can bring salvation." This statement is inaccurate. Luther did not argue that the Bible can bring salvation. He argued that the Bible and not church tradition is the authority for Christian doctrine and practice. Christian doctrine and practice are not co-terminal with "salvation."	Delete, "It rejected Luther's view that the Bible alone can bring salvation." Insert, "It rejected Luther's view of the Bible."
10.	Grade 8, SE, p. 201: Existing language: "In what regions of the United States was the support for war with Britain the strongest?" Suggested change: delete question. [Explanation: How can students possibly answer this "Checkpoint" question, given the information in their instructional materials?]	Delete question.
11.	Grade 8, SE, p. 453: Virginia City did not become just a ghost town with tumbleweeds in streets, etc.; it was always inhabited.	Revise picture legend to read, "From Boomtown to near Ghost Town." "…became a near ghost town."
12.	Grade 8, SE, p. 457: Leland Stanford did not supervise construction of the Central Pacific RR; he	Revise legend for picture to read, "Leland Stanford was

Edit	Ad Hoc Committee Action
was a politician.	an executive with the Central Pacific railroad and later was governor of California."
13. Grade 8, SE, p. 460: Implies the Sand Creek Massacre was by U.S. Army, it was by local Colorado militia under Chivington.	Revise to read, "In response, Colonel John Chivington and 700 militia volunteers…"
14. Grade 8, SE, p. 487: It is an oversimplification and not correct to say that by 1920's airplanes had begun to alter the world by making travel quicker and trade easier – commercial air travel did not "take off" until 1930s.	Revise to read, "By the 1930s, the airplane had begun to alter the world by making travel quicker and trade easier."
15. Grade 8, SE, p. 519: See Kolko, *Railroads and Regulation*; Progressives sought to end "wasteful" rate competition between railroads, fix prices and protect profits.	Add new last sentence to text of page: "During the Progressive era, reformers sought to stabilize the rail industry and end "wasteful" rate competition between railroads by fixing rates."

Council on Islamic Education: CRP-Recommended Edits
CRP: Williamson Evers, Professor of Political Science, Hoover Institution, Stanford University

The Council on Islamic Education (CIE) did not provide specific edits and corrections in its review of the submitted programs, but rather a narrative evaluation of how the programs addressed certain topics. The CRP reviewed these narratives and recommended the following edits and corrections.

The CIE also reviewed the edits and corrections in the IMAP/CRP Reports of Findings and suggested revisions to those edits. However, the Curriculum Commission has already voted to forward the IMAP/CRP Reports to the State Board, and the publishers have already made those edits in their programs through the regular edits and corrections process. Therefore, these suggested revisions were not considered within the work of the Ad Hoc Committee.

Ballard and Tighe

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action
1	Grade 7, insert on page 40 or 42: “After Muhammad died in 632, four men succeeded him in turn. These men were Abu Bakr, Umar, Uthman, and Ali. There was disagreement within the Muslim community about who should become caliph. While those who came to be called Shi'ites, looked upon Ali as the first in a hereditary line of legitimate successors to Muhammad and saw the others as usurpers, those who came to be called Sunnis gave the title of "Rightly Guided Caliphs" to all four of them, believing that each of them was a legitimate successor." My suggestion would be to put this (or something close to it) at the bottom of p. 40 and then modify the last paragraph on page 42 appropriately.	Approved edit as written.

Glenoce/McGraw-Hill

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action
2	Grade 6, page 203: Needs to state that the Ten Commandments are "Paraphrased from Exodus 20:3-17." Current wording does not make clear enough that the wording is paraphrased.	Approved edit as written.

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action
3	Grade 6, pages 208-209: Needs to add "according to the Bible" in several places, for better attribution. Suggested places: "After the death of King Saul, according to the Bible, David became" (208); "Once in power, according to the Bible, David...." (209).	Approved edit as written.
4	Grade 6, page 223. Suggested wording: "For 2,000 years, most Jews lived outside of Palestine. They lived throughout the Mediterranean world and migrated even further to Southeast Asia, Central Europe, Russia, and eventually the United States. In these places, they made notable contributions to commerce, the professions, and intellectual life, and they also often faced hatred and persecution. In A.D. 1948...."	Approved edit as written.
5	Grade 6, page 223, TE: Suggest deleting "Research Reports Writing" on current Mid East peace process. Students are studying Ancient Middle East and do not have knowledge of current events in the region.	Approved edit as written.
6	Grade 6, page 504: Suggested wording: "The angel told Mary her baby would be called the Son of God." The CIE says the Glencoe text is wrong to state that Mary was told, according to the Bible, that Jesus would be the Son of God. CIE maintains that this claim "does not appear in the Gospels." I would say that CIE is at best quibbling. The angel tells Mary, according to Luke, "Thou shalt call his name Jesus. He shall be great, and shall be called the Son of the Most High." The angel continues: "The Holy which shall be born of thee shall be called the Son of God." (Luke 1:26-38)	Approved edit as written.
7	Grade 7, page 182: Suggested wording: "Muhammad died in 632, and there were conflicts in the Muslim community over who should be the **caliph** (KAY luhf) or successor to the Messenger of God. A dominant group of Muslim leaders gathered to chose the new leader. The first four caliphs were Abu Bakr, Umar, Uthman, and Ali. They ruled from Madinah. Those who are now called Sunnis gave the title of "Rightly Guided Caliphs" to all four of them, believing that each of them was a legitimate successor to Muhammad and that they sought to follow in Muhammad's footsteps. On the other hand, those are now came to be called Shi'ites, looked upon Muhammad's first cousin Ali as the first in a hereditary line of legitimate	Change “On the other hand, those are now came to be called Shi’ites…” to “On the other hand, those who came to be called Shi’ites…”

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action
	successors to Muhammad and saw the other three early successors as usurpers. Each of the four had a personal connection to Muhammad. For example, the first caliph was Muhammad's father-in-law, Abu Bakr. "These four caliphs fought hard for Islam, and the Sunnis say that they lived simply and treated others fairly."….	
8	Grade 7, pages 184: No suggested change. These 2 paragraphs at the beginning of p. 184 are fine as is. As is, the paragraphs point out that Muslims let conquered peoples keep their religion, but the circumstances encouraged the conquered peoples to convert to Islam. The concerns voiced by CIE are addressed by the current wording.	Approved edit as written.
9	Grade 7, pages 204, 223, 223 TE: Text relies on Olaudah Equiano's slave narrative. But such reliance is no longer allowed by current research, which has called into serious question whether Equiano was in fact born in Africa. See Jennifer Howard "Unraveling the Narrative," Chronicle of Higher Education, September 9, 2005. The publishers must adduce other evidence for Igbo monotheism or drop these passages.	Approved edit as written.
95	Grade 6, page 504: Suggested wording: "The angel told Mary her baby would be called the Son of God." The CIE says the Glencoe text is wrong to state that Mary was told, according to the Bible, that Jesus would be the Son of God. CIE maintains that this claim "does not appear in the Gospels." I would say that CIE is at best quibbling. The angel tells Mary, according to Luke, "Thou shalt call his name Jesus. He shall be great, and shall be called the Son of the Most High." The angel continues: "The Holy which shall be born of thee shall be called the Son of God." (Luke 1:26-38)	This was initially edit #95 in the non-recommended list (original numbering kept for consistency). Committee approved the edit as written.

Harcourt School Publishers

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action
10	In general, Harcourt makes extensive use of the Hebrew and Christian Scriptures. Additional attribution is needed. I have suggested some places where this could be done. Grade 6, page 194: Profiles of David and Solomon ought also to including "according to the Bible," as the ones for Abraham and Moses do.	Approved edit as written.
11	Page 212: Insert "Imagine you are living in the world described by the Hebrew Bible," after "It is about 1200 B.C."	Approved edit as written.
12	Page 214: Suggested wording: "According to the Bible, Saul did not follow God's commands."	Approved edit as written.
13	Page 215: Suggested wording: "According to the Bible, Solomon quickly put his plan into action."	Approved edit as written.
14	Page 217: Suggested wording: "According to the Bible, not everyone in ancient Israel was happy."	Approved edit as written.
15	Page 220: Insert "Imagine you are living in the world described by the Hebrew Bible," after "The year is 928 B.C."	Approved edit as written.
16	Page 221: Suggested wording: "According to the Bible, faced with hard lives, some Israelites began to turn away from God."	Approved edit as written.
17	Page 227: Suggested wording: "According to the Bible, they had the choice of remaining loyal to King Rehoboam...."	Approved edit as written.
18	Page 367: Current wording: "Hindi is written with the Arabic alphabet, which uses 18 letters that stand for sounds." In fact, Urdu, the principal language of Pakistan and related to Hindi, is written with the Arabic alphabet. But Hindi itself, since the 11th century AD, has been written with the Devanagari alphabet, though it was originally written with an older alphabet. Harcourt needs to decide how much of this information it wants to convey to students. But the current wording is wrong.	Approved edit as written.
19	Page 542: Current wording incorporates the birth narratives of the Gospels. Suggested alternative wording: "People have been whispering that in the years ahead a leader will come who will become the king of	Approved edit as written.

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action
	Jews. What might the Romans think about a revived Jewish kingship?"	

Houghton Mifflin/McDougal Littell

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action
20	Grade 6, page 321 TE: Suggested wording: "The Jews are dispersed: Almost all Jews make their homes in countries outside the Holy Land, and for a long period no Jewish state exists. Beginning in the nineteenth century, some Jews sought to establish a Jewish homeland either within the ancient site of Israel or elsewhere." The current wording implies (incorrectly) that Zionism, indeed Zionism based on Jewish law, has been a continuous political movement since 70 AD. Source for current and confirmed research: Geoffrey Wheatcroft, The Controversy of Zion (1996).	Approved edit as written.
21	Grade 6, page 336 TE: In the History Matters section, suggested wording: "Seventy-three psalms are said to have been written by David."	Approved edit as written.
22	Grade 6, page 476: Suggested wording: "According to the Christian Scriptures, after having a vision of Jesus, Saul changed...." The conversion of Saul should be covered as a central part of the Christian narrative, but it should be attributed to the Scriptures.	Approved edit as written.
23	Grade 6, page 478 TE: Under Differentiating Instruction English Learners. Delete or radically rework "Compare Before and After" project. This project looks as if it might promote bias.	Approved edit as written.
24	Grade 6, page 478: Suggested wording: "The first members of Christian churches were Jewish converts to Christianity."	Approved edit as written.
25	Grade 6, page R60: Suggested wording: "The map shows where these religions are predominant or where they are practiced by significant numbers."	Approved edit as written.
26	Grade 6, page R65: Suggested wording: "According to the Christian scriptures, Jesus was crucified, or put to death on a cross." Attribution is needed here, and attribution	Approved edit as written.

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action
	should satisfy the CIE's reasonable objection that there should be attribution on this topic.	
27	Grade 6, page R69: It is common practice to call Qur'an 1:1-6 the Exordium, although the CIE disapproves. It could certainly be no objection to adding that it is also called Al-Fatihah, which CIE wants as the only designation for the passage.	Approved edit as written.
28	Grade 7, page 96: Religious Toleration section. Suggested wording: "Muslim law requires that Muslim leaders offer religious toleration to non-Muslims, though non-Muslims have restricted rights and must pay extra taxes."	Approved edit as written.
29	Grade 7, page 97: The figure for proportion of Muslims in Indonesia should be 88%. Source CIA *World Factboo*k (2005). The source (World Christian Encyclopedia) used by the textbook is not a standard one. Why not use something standard like the CIA Factbook, the Statesman's Yearbook, or the World Almanac?	Approved edit as written.
30	Grade 7, page 99 TE: Essential Question. Suggested wording of TE pink-ink response to question. "Abu Bakr and other caliphs selected from the top-ranks of Muhammad's followers." [Reason: The phrase "elected caliphs" is misleading to modern American readers.]	Approved edit as written.
31	Grade 7, page 99: Suggested wording: "According to the traditions of the most numerous group of Muslims today, Muhammad had not named a successor or instructed his followers...." The existing wording is the Sunni interpretation and does not take account of the Shiite belief that Muhammad did name a successor (Ali).	Approved edit as written.
32	Grade 7, page 99: Suggested wording: "The leaders of the dominant group within the Muslim community selected him as Muhammad's successor."	Approved edit as written.
33	Grade 7, page 100 TE: Existing (pink ink) language: Teach "Rightly Guided" Caliphs [appears as a sub-title in both the textbook and in the wrap-around TE material] Suggested wording: Teach First Four Caliphs	Approved edit as written.
34	Grade 7, page 100, History Makers: Suggested wording: "...was an important factor to the high-ranking Muslims who selected him as Muhammad's successor." [Reason:	Approved edit as written.

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action
	The phrase "elected caliphs" is misleading to modern American readers.]	
35	Grade 7, page 100 TE Review: Existing (pink ink) language: Muslims had difficulty in choosing a leader because Muhammad had not named a successor before he died. Suggested wording: "Muslims disagreed over who was Muhammad's rightful successor and hence had difficulty in choosing a leader."	Approved edit as written.
36	Grade 7, page 100 Essential Question: Suggested wording of TE pink-ink response to question. "They treated them with a mixture of religious tolerance and coercively-reduced civic rights."	Approved edit as written.
37	Grade 7, page 100: Suggested wording: "Abu Bakr and the next three caliphs selected from and by the top ranks of Muslim believers." [Reason: The phrase "elected caliphs" is misleading to modern American readers.]	Approved edit but revise to read "were selected" for grammatical clarity.
38	Grade 7, page 100: Suggested wording: "According to the traditions of the most numerous group of Muslims today, the first four caliphs used the Qur'an and Muhammad's actions to guide them. Hence this groups of Muslims call them the "rightly guided" caliphs." The existing wording states Sunni doctrine without attribution. The publishers need to know that there are differences within the Muslim world. The Shia regard the first three caliphs as usurpers and idol-worshippers.	Approved edit but revise to read, "Hence this group of Muslims…"
39	Grade 7, page 101 TE: More About...Blending of Cultures Add this language: "Yet this pact of tolerance with caliph Umar also banned: --public displays of crosses on the exterior of churches, --any attempts to convert Muslims to Christianity, --any public sale of Christian religious books, --any building of new churches or monasteries or restoration of any that had fallen into disrepair, and, --most open to interpretation and hence most destructive of predictable rule of law, any use of churches that fostered hostility toward Muslims." [Reason: Existing passage is unbalanced and misrepresents the actual historical situation.] Source: Imam Muslim, *Sahih Muslim*, rev. ed., bk. 20, no. 4642, trans. Abdul Hamid Siddiqi (Kitab Bhavan, 2000).	Approved edit as written.

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action
40	Grade 7, page 102 TE Talk About It: Suggested wording, answer to second question: "The system of selecting caliphs ended." Suggested wording, answer to third question: "The first four caliphs were selected by the dominant group of Muslim leaders out of their own ranks, while the Umayyads took control by force and formed a hereditary dynasty; the early caliphs ruled from Medina, while the Umayyads ruled from Damascus; the early caliphs followed a Bedouin lifestyle, the Umayyads were condemned after their time for their citified ways.	Approved edit as written.
41	Grade 7, page 102: "Some Muslims after the time of the Umayyads looked back and disapproved of the Umayyads' claims of religious authority. These later critics said the Umayyads abandoned the Bedouin ways of the early caliphs and surrounded themselves with luxury." Source: Jonathan P. Berkey, *The Formation of Islam* (2003), esp. pp. 78-79, 83.	Approved edit as written.
42	Grade 7, page 122. Existing language: “The Thousand and One Nights quickly became a favorite with readers in Baghdad. It mixed stories about life in the Abbasid court with tales of adventure and fantasy. Many of these tales, such as ‘The Voyages of Sindbad the Sailor,’ are still popular with young readers today. (See the Literature Connections feature on pages 126-129.)” Suggested change: “The Thousand and One Nights quickly became a favorite with readers in Baghdad. It mixed stories about life in the Abbasid court with tales of adventure and fantasy. A later European edition added stories that were not part of the medieval Arabic collection. Some of these later additions, such as ‘Sinbad the Sailor,’ remain well known today.” [Source: Introduction, *The Arabian Nights*, ed. Husain Haddawy (Everyman’s Library, 1992), pp. xii-xiii.]	Approved edit as written.
43	Grade 7, pages 126-129. Delete. [Source: Introduction, *The Arabian Nights*, ed. Husain Haddawy (Everyman’s Library, 1992), pp. xii-xiii.]	Approved edit as written.
44	Grade 7, page 353: Suggested wording: "Slaves also made up the elite of the Ottoman army known as the *janissaries*, who, beginning soon after the corps was founded, were forcibly drafted as youths and came mainly from Christian families." [Reason: Existing wording leaves	Approved edit as written.

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action
	out salient characteristic of janissaries.] Source: http://en.wikipedia.org/wiki/Janissaries	
45	Grade 7, page R65: Suggested wording: "According to the Christian scriptures, Jesus was crucified, or put to death on a cross." Attribution is needed here, and attribution should satisfy the CIE's reasonable objection that there should be attribution on this topic.	Approved edit as written.

Prentice Hall

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action
46	Grade 7 (Medieval and Early Modern Times), page 25 Suggested wording: "According to the Christian Scriptures, they had Jesus executed by nailing him to a cross."	Approved edit as written.
47	Grade 7, page 51: Add Background note Anna Comnena is remembered today for writing *The Alexiad*, an historical account of her father's reign (1081-1118) and the First Crusade. She wrote the book in about the year 1148.	Approved edit as written.
48	Grade 7, page 62e TE: Add Standards 7.2.3 & 7.2.4 and the text of those standards. The CIE complaint is warranted. Indeed these standards are list on p. 62 TE, but have inexplicably been omitted here.	Approved edit as written.
49	Grade 7, page 63 TE: History Background Suggested wording: "According to the Qur'an, the Kaaba was originally built by Abraham, to whom the Muslims trace their heritage." The CIE complaint is reasonable, although some scholars (Muir and Torrey) would argue that "tradition" belongs here.	Approved edit as written.
50	Grade 7, page 69: Suggested wording: "One night in 610, according to Islamic beliefs, Muhammad had a vision and began to receive revelations." The CIE complaint is warranted.	Approved edit as written.
51	Grade 7, page 69: Suggested wording: "According to Muslim teaching, when the visions continued, Muhammad became convinced that the revelations to him were genuine." The CIE complaint is warranted.	Approved edit as written.
52	Grade 7, page 69: Existing wording: "[Muhammad] called his faith Islam."	Approved edit as

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action
	Suggested wording: "The Qur'an names this religion Islam." The CIE complaint is reasonable.	written.
53	Grade 7, page 71: Suggested wording: "According to Muslim belief, Islam is based on worship of the same God that inspired the Jewish and Christian religions." Attribution is needed here.	Approved edit as written.
54	Grade 7, page 74: Suggested language: "Muslims believe in an afterlife spent in either heaven or in hell. On a future judgment day, God will judge mankind and decide who will be saved. Those who have not worshiped God or followed God's laws end up in hell. Those who have obeyed God's words and surrendered their lives to God go to heaven." The CIE complaint here is warranted. The change in language reflects Muslim emphasis on God's judgment. Source: Huston Smith, *The World's Religions* (1991), pp. 241-42; John L. Esposito, *What Everyone Needs to Know about Islam* (2002), pp. 28-30.	Approved edit as written.
55	Grade 7, page 75: Suggested wording: "During this month, Muslims are to eat no food between daybreak and sunset." The CIE complaint is warranted.	Approved edit as written.
56	Grade 7, page 76: Suggested wording. "The Kaaba is cubelike building, within which resides a sacred black stone. The Kaaba sits in the center of the courtyard of the Grand Mosque in Mecca." The CIE complaint is warranted.	Approved edit as written.
57	Grade 7, page 76: Suggested wording: "Muslims believe that the black stone was sent down from heaven in ancient times. Pilgrims circle the Kaaba seven times, hoping to touch or kiss the stone at least once." The CIE complaint is warranted.	Approved edit as written.
58	Grade 7, page 77: Suggested wording: "The spread of Muslim rule took place in three phases. The first was a wave of conquests by Arab armies. The second was a series of conquests by non-Arab groups that had adopted Islam. Meanwhile, under the auspices of their new Muslim rulers, the conquered peoples were sometimes coerced, but oftentimes converted, over the centuries, to Islam. The final phase...." The CIE complaint is warranted. Source: Jonathan P. Berkey, *The Formation of Islam* (2003), esp. chap. 17.	Approved edit as written.

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action
59	Grade 7, page 78: Suggested wording: "The leaders of the dominant group within the Muslim community resolved the first issue by selecting an old friend of prophet, Abu Bakr, as their leader."	Approved edit as written.
60	Grade 7, page 80: Delete: "Over time, the spread of Islam came as much through conversion as through conquest." The CIE complaint is warranted.	Approved edit as written.
61	Grade 7, page 80: Suggested wording: "The third phase in the spread of Islam was entirely peaceful, though it did not completely replace conquest followed by conversion of the conquered peoples over time." The CIE complaint is warranted.	Approved edit but delete the word “entirely”.
62	Grade 7, page 83 & 83 TE: Citizen Heroes. This entire section should be deleted. Umar is viewed as a usurper and idol-worshipper by Shiites, not a hero. It is bizarre to liken a warrior-caliph and conqueror (Umar) to a pacifist (Martin Luther King). Umar's pact of toleration was comparatively tolerant for its time, but was by no means an embodiment of human rights and religious liberty. Source: Jonathan P. Berkey, *The Formation of Islam* (2003), p. 161.	Approved edit as written.
63	Grade 7, page 113: Existing language: “Many of these tales were collected in a book entitled *The Thousand and One Nights*. The collection includes romantic stories, <u>elaborate</u> fables, and fantasies, such as ‘Aladdin and His Magic Lamp.’” Suggested change: “Many of these tales were collected in a book entitled *The Thousand and One Nights*. The collection includes romantic stories, <u>elaborate</u> fables, and fantasies.” [Source: Introduction, *The Arabian Nights*, ed. Husain Haddawy (Everyman’s Library, 1992), pp. xii-xiii.]	Approved edit, but the citation is on page 113, not 196 as noted in the CRP’s report.
64	Grade 7, TE page 115. Existing language, under Chapter 4 Review and Assessment, Vocabulary Builder, number 4: “Correct; one such rich tale was ‘Aladdin and his Magic Lamp.’” Suggested change: “Correct; such as the tales from *The Thousand and One Nights.*” [Source: Introduction, *The Arabian Nights*, ed. Husain Haddawy (Everyman’s Library, 1992), pp. xii-xiii.]	Approved edit as written.

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action
65	Grade 7, page 387: Suggested wording: "This was one of the last Muslim military surges northward into western Europe." The CIE complaint is exaggerated (because it leaves out the fact that the textbook says "western" Europe), but valid, because of later Muslim invasions of France (792 and 848) and Sicily and Italy (827). Muslim forces looted or occupied Naples, Genoa, Ravenna, Ostia, and Rome. Muslims held Sicily until 1091.	Approved edit as written.
66	Grade 7, page 422: Suggested wording: "For about 400 years, Muslim caliphs let Christian pilgrims visit holy places in peace. Then, in the early 11th century, the Fatimid Arabs started destroying churches and killing pilgrims. In 1071, Turks took over Jerusalem from the Fatimids. During Seljuk Turk rule of the Middle East, there was frequent harassment of Christian pilgrims, and the Seljuks themselves marched on Constantinople." Source: John L. Esposito, *What Everyone Needs to Know about Islam* (2002), p. 158; G. E. von Grunebaum, *Classical Islam* (1970) pp. 147, 160-61.	Approved edit as written.
67	Grade 7, page 426: Add new last sentence to first paragraph of section on Persecution of Jews: When the knights of the First Crusade took Jerusalem in 1099, they engaged in indiscriminate slaughter of Jews and Muslims alike." The complaint of CIE is warranted.	Approved edit as written.
68	Grade 7, page 577: Suggested wording: "The Greek philosopher Socrates had first suggested the idea of a social contract." The argument appears in one of Plato's Socratic dialogues, and most scholars attribute it to Socrates, not Plato.	Approved edit as written.

Teachers' Curriculum Institute (grade 7 only)

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action
69	Page 83 Suggested wording: "Over time, people settled near it, and according to the Qur'an, Abraham built a house of worship called the Ka'ba." Attribution needed.	Approved edit as written.
70	Page 83 Suggested wording: "But instead of honoring the one God of the Abrahamic faiths, the worshippers at the Ka'ba honored the many traditional gods who had shrines at the Ka'ba."	Approved edit as written.

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action
71	Page 83 Suggested wording: "According to Islamic teachings, Muhammad was living in Makkah when he experienced his own call to prophethood. Like Abraham, according to religious Scriptures, Muhammad proclaimed belief in a single God." CIE suggestion is sound.	Approved edit as written.
72	Page 84 Suggested wording: "In Muhammad's day, according to Islamic teaching, most Arabs were polytheists...." Attribution needed here.	Approved edit as written.
73	Page 86 Suggested wording: "It was there, according to Islamic teachings, that he received the call to be a prophet...." CIE suggestion is sound. This change makes for a long sentence. The point that Muslims call their monotheistic God Allah may now need to go into a separate sentence.	Approved edit as written.
74	Page 86 Suggested wording: "But, according to Muslim tradition, Khadijah consoled Muhammad...."	Approved edit as written.
75	Page 87 Suggested wording: "...a winged horse took Muhammad to Jerusalem, the city toward which early Muslims had directed their prayers." CIE suggestion is sound.	Approved edit as written.
76	Page 89 Suggested wording: "He and the three leaders who followed him came to be known to a large group of Muslims as the 'rightly guided' caliphs. These caliphs were said by this group of Muslims to have followed the Qur'an and the example of Muhammad." Existing wording presents pro-Sunni account.	Approved edit as written.
77	Page 90 Delete word "enemy" from description of forces led by Charles Martel. Change wording to say farthest extent of Muslim advances into "present-day France." Background: Later, Muslim forces ventured into Eastern and Central Europe as well as Sicily and Italy.	Approved edit as written.
78	Page 91 Suggested wording: "Born in Makkah, Muhammad was, according to Muslim tradition, a successful merchant...." Attribution needed on this page.	Approved edit as written.
79	Page 95 Suggested wording: "The Qur'an used today has remained largely unchanged since then." Sources: Michael Cook, *The Koran: A Very Short Introduction* (2000), esp. chap. 11; "Collection of the Qur'an," in *Encyclopaedia of*	Approved edit as written.

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action
	the Qur'an, vol. 1 (2001).	
80	Page 96 Suggested wording: "Those who have disbelieved or done evil will be punished by falling into hell." CIE suggestion is sound.	Approved edit as written.
81	Page 99 Delete existing wording: "It is considered time to eat when a person standing outside cannot tell a white thread from a black thread." Substitute (as new second sentence of third paragraph): "It is considered time to begin fasting when a person standing outside can tell a white thread from a black thread." CIE suggestion is sound. Source: http://www.jannah.org/morearticles/16.html	Approved edit as written.
82	Page 100 Suggested wording: "In Makkah, pilgrims follow what Muslims believe are the footsteps of Abraham and Muhammad...." Attribution needed.	Approved edit as written.
83	Page 100 Suggested wording: "In honor of Abraham's ancient sacrifice recounted in religious Scriptures, they sacrifice...." Attribution needed.	Approved edit as written.
84	Page 101 The existing discussion is misleading, primarily because of the order of the paragraphs. The discussion should begin with something like the following: "The word Jihad means 'to strive.' Originally in Islam, it meant physical struggle with spiritual significance." Then remainder of paragraph 4 and paragraph 5 should follow. After this, it would appropriate to print the current first (minus its first sentence), second, and third paragraphs. The legend accompanying the illustration. Suggested wording: "Jihad originally meant a physical struggle against enemies while striving to please God. Sometimes it may be a struggle within an individual to overcome spiritually significant difficulties." Source: David Cook, *Understanding Jihad* (University of California Press, 2005)	Approved edit as written.
85	Page 101 Suggested wording: "So, non-Muslims who came under Muslim rule were usually allowed to continue practicing their faiths." Word "usually" added.	Approved edit as written.
86	Page 103: Suggested wording: "Muslims also have the duty of jihad, or striving militarily or personally to please	Approved edit as written.

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action
	God."	
87	Page 106 Existing wording: "From a small Persian village...." Delete the word "Persian."	Approved edit as written.
88	Page: 110 Suggested wording: "Most educated people in medieval times believed that the earth was round, but they disagreed about the earth's size. Muslim scientists calculated the earth's circumference within nine miles of its correct value." Background: Although the Qur'an speaks of the earth as a spread-out carpet (20:53; see also 71:19), most educated people did not believe that the earth was flat either in classical antiquity or in the Muslim or Christian world of the Middle Ages. The earth was known to be round; the argument was over its size. How large was its circumference? Source: Edward Grant, *God and Reason in the Middle Ages* (Cambridge University Press, 2001); <http://astrolabes.org/history.htm>.	Approved edit as written.
89	Text p. 113. ALSO delete picture of Aladdin on magic carpet.	Approved edit as written.
90	Page 120 Suggested wording: "For the Christians, it was the city where according to their Scriptures Jesus Christ was crucified and rose from the dead. For the Muslims, it was the place where according to Islamic teachings Muhammad rose to heaven during his Night journey." Attribution needed.	Approved edit as written.
91	Page 120 Suggested wording: Under Muslim rule, Jews, Christians, and Muslims usually lived together peacefully." Word "usually" added.	Approved edit as written.
92	Page 120 Add to end of sixth paragraph: "Some Muslim rulers allowed the destruction of important Christian churches." Background: Fatimid ruler and burning of Church of the Holy Sepulcer at this time, which figured importantly in Christian justifications. Source: John L. Esposito, *What Everyone Needs to Know about Islam* (2002), p. 158; G. E. von Grunebaum, *Classical Islam* (1970) pp. 147, 160-61.	Approved edit as written.
93	Page 123 Suggested wording: "Muslims gradually gave up more and more territory, and new Muslim dynasties were not tolerant of Jews and Christians."	Approved edit as written.

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action
	Sources: <http://en.wikipedia.org/wiki/Al-Andalus#Tolerance_or_Repression>; <http://en.wikipedia.org/wiki/Al-Andalus#Rise_and_Fall_of_Tolerance>	
94	Page 128 Suggested wording: "In the empire's European provinces, some young Christian men were drafted and then raised in the sultan's palace, after most of them converted to Islam, to become elite soldiers and government officials."	Approved edit as written.

Institute for Curriculum Services (ICS): CRP-Recommended Edits
CRP: Naomi Janowitz, Professor of Religious Studies, University of California at Davis
David Nystrom, Professor of Biblical Studies, North Park University

The CRP members reviewed the comments on the submitted programs prepared by the ICS and recommended the edits and corrections listed in the tables below.

The CRP members stated that B.C.E./C.E. be used in lieu of A.D./B.C.; however, CDE has told publishers that A.D. and B.C. should be used for agreement with usage in the current *History–Social Science Content Standards* and the *Framework.*

The CRP members made the following general comments with regards to the comments submitted by ICS:

1. **Many of the texts reviewed by the Institute employ the terms "god" or "Yahweh" for the God worshipped by Jews. Since this seems to be confusing to the readers, the texts in question should be changed. References to “god” versus “God” must be the same in all of the materials/chapters.**
2. **The Institute reviewers object to the use of the word "story" in reference to the Hebrew Bible, as they allege it conveys the idea that the events described are fictitious. While we are not persuaded that the word "story" necessarily conveys the notion of fiction, if the events described in the New Testament or the Quran are never labeled "stories" but are presented as accurate representations of history, then the Institute has a point. Changing these references does not involve major editing.**
3. **The Institute rightly objects to the use of non-Jewish translations of the Hebrew Bible when the history of ancient Israel is in view.**
4. **Ancient texts must all be subjected to the same standards. If comments about the authorship of some texts are made, this issue must be addressed in regards to other texts. This is central to the historical accuracy of the material. The best solution to the issue would be to be make sure that similar comments are made about, for example the dating of New Testament texts.**
5. **In the sections on the rise of Christianity, points of view which represent only some texts, such as the Gospels’ view of Jesus’ crucifixion, must not be presented as simple historical fact.**
6. **While the area if referred to as Palestine in Greco-Roman texts, the consistent use of Judea instead of Palestine is probably clearer for the reader through these chapters.**

Additional preliminary points which cut down on response to comments:

1. **If no response is given, then the comment is not considered to raise questions about historical accuracy.**

2. **If the comment is considered an improvement and so noted, this applies to all of the repeated occurrences of the comments**

Glenoce/McGraw-Hill

This publisher had prepared a response to ICS's comments in which it agreed to make many of the edits recommended by ICS; those agreed-upon edits are not included below. The publisher's responses to specific ICS comments have been summarized before the CRP's feedback under "CRP/CDE Staff Recommendation" below.

Number	Group's Edit/Correction	Ad Hoc Committee Action
1	**(IMAP—Macmillan #30)* p. 207, paragraphs 1 & 2, **Delete: "**Fearing the power of the Philistines,~~ many Israelites copied their ways and worshiped their gods.~~ ~~"The 12 tribes often quarreled. If they were going to save their religion and way of life they would have to learn how to work together. They needed a king to unite them against the Philistines~~." This passage is inaccurate and focuses on negative qualities. **Change to:** "**"**Fearing the power of the Philistines, <u>the 12 tribes of Israel needed a strong leader to unite them. They chose a king.</u>"	Delete the last sentence of the first paragraph and the entirety of the second paragraph on page 207 ("Fearing the power of the Philistines…"), and replace with a new paragraph containing the following language: "Some Israelites borrowed the religious practices of their neighbors. The Biblical texts condemned the Israelites for adopting these foreign practices, and connected this problem with the need for a powerful king of their own. The leaders of the tribes may also have thought that a king would be a strong leader who could unite them and help them fight off the Philistines."
2	**(IMAP—Macmillan #15)* p. 207, "The Rule of King Saul…A prophet is a person who ~~claims to be~~ instructed by God to share God's words." This is an inaccurate interpretation of Jewish thought. **Change to: "**A prophet is a person who, <u>according to Jewish tradition, is</u> instructed by God…."	Change to, "A prophet is a person who the ancient Israelites thought was instructed by God."
3	p. 211, Who Were the Prophets? **Delete**: "~~During this troubled time, many Israelites forgot their religion. The rich mistreated the poor, and government~~	Approve edit as written. CRP comment: The alternative offered is somewhat better, and could be supplemented by a

Number	Group's Edit/Correction	Ad Hoc Committee Action
	~~officials stole money.~~ "~~The prophets wanted to bring Israelites back to God's laws~~." The prophets are not included in the California standards. If information about them is in a text, it should be used to illustrate how the concept of social justice became such an important element of the Jewish religion; whereas, here it is used to show how the Jews were punished by God for their evil ways. **Change to:** "During this troubled time, several religious leaders called prophets brought hope to the kingdom of Israel. The prophets emphasized religious ideals of leading a moral life and helping others."	phrase such as the prophets looked around for explanations for the Israelite's troubles and emphasized taking care of the poor and social justice as a way for the people to connect with their God and their religion.
4	**(IMAP—Holt #33)* p. 211-212, **Delete:** "~~The people of Judah looked down on the Samaritans. They believed that God accepted only the sacrifices from the Temple in Jerusalem. Some did not believe that other people were God's people, too~~." These statements are of highly questionable accuracy, totally devoid of context and inconsistent with the standards and criteria. **Change to:** "The Samaritans and the tribes of Judah lost touch with each other. Over time their religious practices developed separately, and they had little contact. Today's Judaism developed from the religious practices of the tribes of Judah."	Approve edit as written.
5	p. 212, Section 2 Review Answers 1. **Delete:** "~~Saul displeased God by disobeying some commands, so God chose another king~~." **Change to:** "King David was a musician, poet, religious leader and military leader. He expanded the kingdom and established the capital of Jerusalem as a center of worship."	Approve edit as written.

Number	Group's Edit/Correction	Ad Hoc Committee Action
	(IMAP—Holt #33)* p. 212, What Did You Learn? **Delete: "~~5. Describe Who were the Samaritans, and what did the Jews think of them?~~" The Samaritans are not included in standard 6.3. The information about them is incorrect. Emphasis should be placed on information from the standards. **Change to:** "5. What important religious ideas helped the people of Israel during troubled times?"	Approve edit as written.
6	p. 217, Linking Past & Present, **Delete:** "~~Why do you think Jews of the Diaspora are more reluctant to wear head coverings than Jews in Israel~~?" This question is not accurate. Because it lacks context, it paints an inaccurate cause and effect relationship. More traditionally observant Jews live in Israel in proportion to the total population; more Reform Jews (who do not usually wear head coverings) live in the diaspora. **Change to: "**What is the religious purpose for head coverings?"	Approve edit as written.
7	p. 217, (first paragraph), The Jewish Way of Life, **Delete:** "~~Jewish law set out many rules for Jews to follow that affected their daily life. These laws influenced their education, the foods they ate, and even the clothes they wore. The laws emphasized self-control and reminded Jews of their religion. This became important when they no longer had their own king~~." The text is significantly remiss in omitting a meaningful exploration of *ethical* monotheism, Judaism's key contribution to western thought and values. Jewish ethical teachings established a norm for ethical values that strongly influenced western civilization. Yet, this important element of Judaism is virtually ignored in the textbook. **Change to:** "Jewish law has	Approve edit as written.

Number	Group's Edit/Correction	Ad Hoc Committee Action
	rules about education, food, and clothing that emphasize self-control. Most important are the ethical laws, which emphasize how Jews should treat other people. They require Jews to provide for the poor, visit the sick, do good deeds, give to charity, and apply just laws to rich and poor alike."	
8	**(IMAP—Holt #13)* p. 218, Family Life, **Delete:** "Sons ~~were especially valued because they~~ carried on the family name." This out-of-context opinion is inappropriate.	Publisher disputed the edit, stating that their content was not inaccurate. CRP: The reference to the value of sons should read Why were sons valued in ancient Jewish society .since that is what is being talked about. CDE: Get clarification from CRP as to which language should be included in the text.
9	p. 220, The Rule of King Herod, Delete: "He ~~was~~ is known for ~~his cruelty and~~ the additions he made to the Jewish Temple in Jerusalem. ~~Today he is best known as the king who ruled Judaea when Jesus was born.~~" The statement of Herod's cruelty is another instance of unnecessary negative information about Jewish kings. The second sentence belongs in the chapter on Christianity; it is irrelevant to the history of Judaism. Herod's importance **to Judaism** is his building of the second temple in Jerusalem.	Approve edit as written.
10	p. 221, paragraph 2, **Delete:** "…and were probably ~~written~~ by Essenes." **Change to:** "…and were probably preserved by the Essenes." We don't know who wrote the Dead Sea Scrolls.	Replace references to "Essenes" with "Jewish sectarians".

Harcourt School Publishers

Number	Group's Edit/Correction	Ad Hoc Committee Action
11	Replications of Assessment Sheets:	Approve edit as written.

Number	Group's Edit/Correction	Ad Hoc Committee Action
	p. 193M: **Delete:** "Unit 3 Writing Activity Guidelines, Option 2, Assessment program p. 61." This is a writing exercise asking students to compare and contrast Judaism, Christianity and Islam**. This exercise should be deleted** as it can lead students to make unfavorable/negative comparisons among the religions and thus cause students to criticize their classmates' faith and/or defend their own. The unit is supposed to teach the standards on Judaism and Jewish history, and this assignment detracts from the main ideas to be covered. Students have not yet studied Christianity and Islam and will have no information for this exercise.	
12	p. 200E: Lesson 2, Homework and Practice Book, **Add:** "King Solomon's Achievements—Possible Response: By building the temple at Jerusalem, King Solomon created a <u>central</u> place of worship for the Israelites." The word "central" is needed because the Israelites had worshipped from the time they had been wandering in the desert.	Approve edit as written.
13	***p. 200F: Lesson 3, Changes for Israel, Homework and Practice Book p. 61-- Events are presented in column 1, and students are to indicate the outcome of the event in column 2. Event: "~~The prophet Ahijah predicts that Israel will be punished for ignoring God's law. Not long after Assyria invades and conquers Israel. Outcome: Many Israelites leave their land, and many Assyrians settle in Samaria~~." **Replace this event and outcome.** The events surrounding Ahijah's meeting with Jeroboam presumably occur around 922 B.C.E. The Assyrian invasion of Israel takes place in 721 B.C.E.; that is not, as the text states, "soon after." (*Tanakh,* Jewish Publication Society, 1985) The Jews did not "leave their land; they were forced into exile. **There is no cause and effect relationship**	Approve edit as written.

Number	Group's Edit/Correction	Ad Hoc Committee Action
	here, and this implies that the Assyrian conquest can be attributed to Jewish wickedness instead of the Assyrian's superior force. It provides a template to conclude that if the Jews lost their land, they deserved it, and thus reinforces an anti-Semitic perspective.	
14	**(IMAP—Macmillan #28)* p. 200F: Homework and Practice book p. 61, **Delete:** "Answer the questions about Jewish culture--#2, Q: "When the Assyrians invaded, many Israelites ~~left their land~~. What effect did this have on the Israelite culture? A: When the people scattered, Israelite culture ~~also scattered and became weaker. It meant the end of the Jewish people in the land of Israel~~." This is an inaccurate answer. **Change to**: Q: "When the Assyrians invaded, many Israelites <u>were forced into exile</u>…." A: "When the people scattered, <u>many of them kept their religious and cultural traditions in other lands. Even after being expelled Jewish people have always returned to live in the land of Israel</u>."	Approve edit as written.
15	***p. 200G: Study Guide, Homework and Practice Book, p. 65, Lesson 3, "~~According to the Bible, prophets such as Ahijah warned Israel that they must obey God's word or face punishment. Not long after,~~ Israel was invaded and captured by Assyria, and many Israelites were forced to leave their land." This is inaccurate. See note above, Lesson 3; **Ahijah's warning was 200 years before the Assyrians invaded Israel, hardly "not long after." Change to**: "<u>Israel was surrounded by powerful enemies who wanted Israel's land.</u> Israel was invaded and captured by Assyria , and many Israelites were forced to leave their land." It is inaccurate to imply that the cause of Israel's defeat by the Assyrians was due to wickedness instead of military vulnerability.	Approve edit as written.
16	**(IMAP—Glencoe #1, Holt # 28,43)* p. 203, **Delete:** Teacher's notes, ~~*God's People,*~~	Approve edit as written.

Number	Group's Edit/Correction	Ad Hoc Committee Action
	~~*Stories from the Old Testament*~~." This is a Christian book recommended for reading in the Jewish chapter. Since the two religions interpret scriptures differently, Jewish literature should be recommended in this chapter.	
17	**(IMAP—Macmillan #24)* p.208, Passover, **Change, add inserted material and delete as indicated:** "Every spring, Jewish people around the world celebrate Passover, a holiday that honors the Exodus. The name Passover comes from the tenth plague. According to the Bible, God allowed the tenth plague to pass over the houses of the Israelites, so it would not affect them. God passed over their houses, sparing their children. After this plague, the pharaoh freed the Israelites. Jewish families hold a special ceremony called the Seder. During this service, families retell the Exodus story, express sorrow for the plagues God sent to the Egyptians, and eat certain foods. ~~such as matzoh, a bread Israelites ate during the Exodus~~. Jews observe Passover for eight days in memory of the Exodus when their ancestors escaped from Egyptian slavery." It is essential to clarify that the Passover observance is: more than a meal and **not** a celebration of the tenth plague; rather, it commemorates the Exodus.	Approve edit as written.
18	**(IMAP—Macmillan #24)* p. 208, Teacher's notes, Review answers, **Delete:** "~~The Exodus began after the tenth plague~~." **Change to:** "The Exodus was the freeing of Jews from slavery in Egypt." The significance of the Exodus is not the plagues, it is the escape from slavery.	Change as directed but use "the Israelites" instead of "Jews".
19	p.211, (2) **Add and Change:** "Although slavery was legal in the United States until it was outlawed in 1863, now in the United States and other present-day democracies, this would not ~~have~~ happen~~ed~~. In these nations, the rule of law prevents leaders from taking away a people's freedom. The rule of	Approve edit as written.

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	law is a basic principle of democracy. It says that all citizens of a nation, including leaders, must act according to the law. No leader can take away freedoms that are guaranteed by written laws, such as those in the United States Constitution." In the context of a discussion of slavery and the rule of law, it is inaccurate to read that in the United States this would not happen when we know it did happen. Therefore if the subject is to be discussed in these terms, an acknowledgement such as the insertion above is needed.	
20	p. 215, A Closer Look, "Why might Solomon have built only one temple?" Teacher's notes, caption answer, **Delete**: "~~Possible response: Building more than one temple may have been too costly~~." **Change to:** "Solomon built one temple as the center of worship for the one God." The answer given indicates a lack of understanding of monotheism.	Approve edit as written.
21	p**.** 215 Teacher's notes, **Delete:** "~~Make it Relevant, Building Projects: "California—hires builders; Both—paid for with taxes; Kingdom of Solomon—built with forced labor~~" This is an inappropriate comparison that places modern standards on the ancient kingdom of Israel.	Approve edit as written.
22	p. 217, (10) **Change:** "Samuel had warned that the Israelites would suffer for having a king. The Israelites faced high taxes, ~~forced~~ drafted labor, and a king who seemed not to care about them."	Approve edit as written.
23	p. 218, **Delete:** The illustration that claims to show workers building Solomon's temple. The columns, with several statues on each one, are nothing like the decorations on Solomon's temple. See pages 213-214 of the text, which looks more like Solomon's temple.	Select a more accurate illustration.

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24	p. 220, Teacher's notes, Introduce, What to Know—**Add: "**Remind students that religion, rulers, and conflicts with neighboring peoples were part of the history <u>of all the peoples during this time, including</u> the Israelites." Add the inserted clause so as to not give the inaccurate impression that the Israelites were unique in having these experiences.	Approve edit as written.
25	**(IMAP—Ballard & Tighe General Comment, Holt #9)* p. 221, Israel and Judah, **Delete:** "Place, Kingdom of Israel, ~~in Canaan~~." It is not accurate to identify the place as Canaan at this point in history; the name was Israel as the text correctly illustrates.	Approve edit as written.
26	***p. 222-223, Israel Falls to the Assyrians—**Comment**—The material on these pages is not consistent with the California standards; furthermore, it focuses on the prediction of the prophet Ahijah that Israel's defeat by the Assyrians is a punishment caused by their bad behavior. This is inaccurate, in addition to being irrelevant to the California standards. The events surrounding Ahijah's meeting with Jeroboam presumably occur sometime around 922 B.C.E. The Assyrian invasion of Israel (and later Judah) takes place in 721 B.C.E. (*Tanakh,* Jewish Publication Society, 1985) To collapse the 200 year period in order to take a quotation from the *Tanakh* to prove that Ahijah's prophecy foretold the Assyrian conquest is inaccurate. This gratuitous material that paints Jews as wicked people who deserve to be punished is not suitable for a public school text book. It brings in a very negative perspective of Jews that can promote anti-Semitism in the classroom and is in violation of adoption criteria #10 that requires neutrality among the religions. p. 222, Israel Falls to the Assyrians, **Delete:** paragraphs 1, 2, and the first sentence in 3, the material about the prophet Ahijah. Begin the section with: "Not far from Israel lay the	Approve edit as written.

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	growing Assyrian Empire. The Assyrians were fierce warriors…." **Enlarge** the illustration on p. 222 to fill the space of the deleted paragraphs. p. 222, Teacher's notes, **Delete:** ~~3, Primary Source: Quotation, Ahijah's prophecy and the question following it.~~ p. 222, Teacher's notes, **Delete:** ~~Background, Ahijah~~	
27	**(IMAP—Macmillan #28)* p. 223, paragraph 3, **Delete:** "~~The Assyrian invasion meant the end of the Jewish people in the land of Israel. The Israelites forced from Canaan were never heard from again. They became known as 'the ten lost tribes of Israel~~.'" The information in the text is incorrect. The Samaritans are Israelites, as paragraph 2 explains. Several of the "lost tribes" continued to practice Judaism, and many of them have returned to Israel in modern times. The Ethiopian Jews, the Jews of Yemen, and tribes in Africa and in India are part of this heritage. **Change to:** "<u>The Israelites who were forced to move lost contact with those who remained in Israel and Judah. Many of these 'ten lost tribes of Israel' continued to practice Judaism in their new lands</u>."	Approve edit as written.
28	p. 223, Teacher's notes, **Delete:** "Geography, Samaria: "~~Tell students that today Samaria is a town in central Palestine, in the West Bank territory under Israeli administration~~." The correct term is <u>Palestinian territory</u> because there is no peace agreement and no Palestinian state. Delete the sentence since the situation may change during the time this text is in use. The map sufficiently shows the location.	Approve edit as written.
29	**(IMAP—Macmillan #28)* p. 224, Summary, **Delete:** "The Assyrians sent away many of the Israelites who ~~disappeared from history.~~" **Change to:** "The Assyrians sent away many of the Israelites who <u>became known as the</u>	Approve edit as written.

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	ten lost tribes of Israel."	
30	p. 224, Review, #2, **Delete:** "~~Write a description of a prophet~~." The word prophet must be moved to Chapter 7 because Ahijah must be removed from the text.	Approve edit as written.
31	**(IMAP—Macmillan #28)* p. 224, Review, #3, **Delete:** "~~Why did Israelite culture disappear from the land that was once the Kingdom of Israel?~~" **Change to:** "What effect did the Assyrian conquest have on the Kingdom of Israel?" The suggested answer is the same.	Approve edit as written.
32	**(IMAP—Holt #26)* p. 226, Teacher's notes, Why it Matters, **Capitalize God:** "…consequence of Abraham's deciding to worship one God. Many people today still worship one God."	Approve edit as written.
33	**(IMAP—Holt #26)* p. 228, Use Vocabulary, **Capitalize** "…the concept of one God. (p. 205)" God is capitalized on page 205 and should be capitalized here for consistency.	Approve edit as written.
34	**(IMAP—Ballard & Tighe General Comment, Holt #9)* p.230B, Defeat and New Beginnings, Objectives, **Delete:** "Describe the location of the Jewish people in lands outside ~~Canaan~~." In the time period covered by this chapter, the land was called Judah. **Change to:** "…in lands outside Judah." **(IMAP—Ballard & Tighe General Comment, Holt #9)* p. 230E, Lesson 1, p. 67, Defeat and New Beginnings, **Delete:** "The Jews were able to reclaim ~~Canaan~~." See above. **Change to:** "Judah." **(IMAP—Ballard & Tighe General Comment, Holt #9)* p. 230E, Lesson 1, p. 67, Defeat and New Beginnings, **Delete: "**Many Jews were scattered beyond ~~Canaan~~." **Change to:** "Judah."	Approve edit as written.
35	**(IMAP—Ballard & Tighe General Comment, Holt #9)* p. 230E, Skill Practice, p. 69, #1, **Delete:** "Judaism is practiced in a part of	Approve edit as written.

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	southwestern Asia and in parts of ~~eastern~~ Europe." The answer is inaccurate. The map shows Jewish populations in England and France as well as in Eastern Europe.	
36	p. 230E, Skill Practice, p. 69, #5, **Delete:** "The Jewish Diaspora began after the Babylonian Exile. Using the map, what conclusion can you draw about where the Jewish people ~~settled~~? Possible response: ~~Since there are significant Jewish populations in Eastern Europe, it is possible that the Diaspora caused Jews to move north to settle there~~." That is a logical conclusion from the map, but it is an inaccurate conclusion, because one cannot draw a conclusion that where Jews live 2500 years after the Babylonian Exile is where they went directly. In fact, the Jews moved north, west, and east, living throughout the Roman world, remaining in Babylon, and moving to Persia and Turkey, as well as to North Africa and Western Europe. The concentration in Eastern Europe came much later. The map does not show that Jews were driven out of Arab lands within the past half century, thus making most of the present day Arab countries devoid of Jews. **The map shows Jews in Egypt, but in fact there are almost no Jews there today, except for Israeli diplomats and businesspersons**. This question is very misleading about the history of the Jewish Diaspora. **Change to:** "…Using the map, what conclusion can you draw about where the Jewish people <u>live in parts of Europe, Africa, and Asia today?</u>" Possible response: "<u>Today, Jews live in Israel, Egypt, Turkey, and eastern and western Europe</u>." (The answer will be incorrect regarding Egypt, but that is what the map shows.)	Make edit as directed and adjust map to be more historically accurate.
37	**(IMAP—Ballard & Tighe General Comment, Holt #9)* p. 230F, Study Guide, Lesson 1, p. 72, 3rd paragraph, **Delete:** "…Cyrus allowed the Jews to reclaim the land of ~~Canaan~~.	Approve edit as written.

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	However, the Jewish Diaspora continued, with many Jews remaining scattered outside of ~~Canaan~~." See above. **Change to:** "Judah" in both sentences.	
38	**(IMAP—Ballard & Tighe General Comment, Holt #9)* p. 230H, Chapter Test, p. 51, #2 D, **Delete:** "They were moved to ~~Canaan~~." See above. **Change to:** "Judah."	Approve edit as written.
39	p. 230H, Chapter Test, p. 53, #13, **Delete:** "rabbi who founded a school for Jewish learning ~~south of Jerusalem~~ Yavneh is west of Jerusalem. **Change to:** "…in Yavneh."	Approve edit as written.
40	**(IMAP—Ballard & Tighe General Comment, Holt #9)* p. 230H, Chapter Test, p. 53, #16, **Delete:** "Possible response: …Even though Jews were later permitted to return to ~~Canaan~~…." See above. **Change to:** "Judah."	Approve edit as written.
41	**(IMAP—Macmillan #14)* p. 231, picture caption, **Delete:** "Jerusalem's Western~~—orWailing—~~Wall ~~with the Dome of the Rock in the background~~" Jews do not use the term "Wailing Wall." The picture should be replaced with the photograph of the Western Wall on page 252, which does not include the Dome of the Rock in the background.	Approve edit as written.
42	p. 231, **Delete this photo. Replace it with:** the photograph of the Western Wall on page 252 that shows Jews praying**.** It is unacceptable that the photo shows the Western Wall at a time when only two Jews are at prayer, rather than when crowds of Jews are at prayer.	Approve edit as written.
43	p. 231, Teacher's notes, Photograph, **Delete:** "~~The Dome of the Rock is an Islamic temple built in A.D. 684. It is located on the site of the Temple Mount, which is holy to the Jewish people~~." The photo from page 253, which should replace this photo with only two Jews, does not include the Dome of the Rock, which is unrelated to Jewish history.	Approve edit as written.

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	Change to: "The site of the Temple is the most holy place in the world to Jews."	
44	p. 231, Teacher's notes, **Delete: "**~~Make It Relevant, In your Community: Discuss with students the roles of the Jewish, Christian, and Muslim religions in your community. Have students tell what they know about each of the represented religions. Challenge them to write questions about each religion that they would like answered, and then add these questions to their preview-and-question table~~." Students should not be asked to share information about religions in this way. Further, this exercise leads students away from the main subject, the study of the development of Judaism and Jewish culture. This is not the place to emphasize Christianity, which will be thoroughly covered in later chapters, or Islam, which will be covered thoroughly in seventh grade. Focus should be on learning California standards material that students should know about Judaism and Jewish history. A lot of information about Islam is inappropriately inserted into this chapter, exercises, and on the test. -p. 234, Lesson 1 and Teacher's notes, Vocabulary, **Add: "**prophet (p. 236)" The definition of prophet has now been moved to Jeremiah, p. 236.	Approve edit as written.
45	**(IMAP—Ballard & Tighe General Comment, Holt #9)* p. 234, Teacher's notes, Objectives, **Delete:** "Describe the location of Jewish people in lands outside ~~Canaan~~." The chapter uses Judah: timeline, Places, student text. **Change to:** "Judah."	Approve edit as written.
46	p. 235, last 2 paragraphs, **Delete:** "~~The prophet Jeremiah told the exiles that they had not kept their promise to worship God alone. Jeremiah said that the exile was God's punishment for their worship of other gods. In Babylon, Jeremiah gave hope to the people, saying God would reward them if~~	Approve edit as written.

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	~~they changed their ways. According to the Hebrew Bible, Jeremiah repeated these words from God: 'When you call Me, and come and pray to Me, I will give heed [pay attention] to you…and I will restore your fortunes…and I will bring you back to the place from which I have exiled you."***~~ This is a dangerous cause and effect attribution and totally inappropriate for a public school text because it is the kind of accusation that has been used to justify anti-Semitism through the ages. This problem is very significant because it is a major issue in the student text, the teacher's notes, and the homework and assessment pages.	
47	p. 235, Teacher's note, **Delete:** "~~Historical Interpretation: Read aloud the words spoken by Jeremiah as quoted in the Bible. Have students hypothesize about the long-term effects such a message might have had on the Judaeans~~." Of all the Biblical passages that could be chosen to show the beliefs, ethics, and accomplishments of Judaism, this is a poor one to emphasize. Students could only conclude that God punished the Jews for their evil ways. This is a theological interpretation that has historically been used to promote anti-Semitism; it has no place in a public school text.	Explain that this is not an historical explanation for the exile, but a theological explanation.
48	p. 236, first sentence, **Add:** "<u>The prophet</u> Jeremiah introduced new ideas to the exiles. <u>Prophets are people who are believed to receive messages from God.</u>" Since the earlier material introducing the word *prophet* is deleted, the definition should be given here.	Approve edit as written.
49	**(IMAP—Ballard & Tighe General Comment, Holt #9)* p. 236, paragraph 1, **Delete:** "…one day the exiles would return to Judah ~~in Canaan~~." The land at this point was Judah, not Canaan.	Approve edit as written.
50	p. 236, Teacher's notes, **Delete:** "~~Historical Interpretation: Ask students to share what~~	Approve edit as written.

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	~~they know about synagogues and rabbis. Then help them make a connection from the present to this early time in Jewish history~~." This kind of assignment invites problems; students are asked to share misinformation and possibly anti-Semitic attitudes. **Change to:** "Historical Interpretation: What change in Jewish worship came about because of Jeremiah's advice?"	
51	**(IMAP—Ballard & Tighe General Comment, Holt #9)* p. 237, The Jewish Diaspora, **Delete:** "…others longed to return to Jerusalem ~~in Canaan~~." Jerusalem was in Judah.	Approve edit as written.
52	**(IMAP—Ballard & Tighe General Comment, Holt #9)* p. 237, The Jewish Diaspora, **Delete:** "Cyrus allowed the Jews to reclaim ~~Canaan~~ and rebuild the Temple….but not all Jews moved back to ~~Canaan~~." **Change to:** "Judah" in both places.	Approve edit as written.
53	**(IMAP—Ballard & Tighe General Comment, Holt #9)* p. 237, Teacher's notes, Content Focus, **Delete:** "…some Jews returned to ~~Canaan~~." **Change to:** "Judah."	Approve edit as written.
54	**(IMAP—Macmillan #14)* p. 237, Teacher's notes, Link Culture with Civics and Government, **Delete:** "…today, many Jews living in or visiting Israel pray at the ~~Wailing Wall, or~~ Western Wall…." According to Joseph Telushkin, *Jewish Literacy* (p. 312), "The prayers at the *Kotel* [Western Wall] were so heartfelt that gentiles began calling the site the 'Wailing Wall.' This undignified name never won a wide following among traditional Jews; the term 'Wailing Wall' is not used in Hebrew."	Approve edit as written.
55	**(IMAP—Ballard & Tighe General Comment, Holt #9)* p. 238, paragraph 1, **Delete:** "Jewish cultural life in ~~Canaan~~ suffered during the Babylonian Exile. However, as exiles returned to ~~Canaan~~...." **Change to:** "Judah"	Approve edit as written.

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	in both places.	
56	**(IMAP—Ballard & Tighe General Comment, Holt #9)* p. 239, Summary, **Delete:** "King Cyrus allowed Jews to return to ~~Canaan~~...." **Change to:** "Judah."	Approve edit as written.
57	**(IMAP—Ballard & Tighe General Comment, Holt #9)* p. 239, Homework and Practice, p. 67, Defeat and New Beginnings, **Delete:** "The Jews were able to reclaim ~~Canaan~~." See above. **Change to:** "Judah."	Approve edit as written.
58	**(IMAP—Ballard & Tighe General Comment, Holt #9)* p. 239, Homework and Practice, p. 67, Defeat and New Beginnings, **Delete: "**Many Jews were scattered beyond ~~Canaan~~." **Change to:** "Judah."	Approve edit as written.
59	**(IMAP—Ballard & Tighe General Comment, Holt #9)* p. 239, Review, #3, **Delete:** "…the Jews to return to ~~Canaan~~ from exile?" **Change to:** "Judah."	Approve edit as written.
60	**(IMAP—Ballard & Tighe General Comment, Holt #9)* p. 239, Review, #4, **Delete:** "…after Cyrus let them return to ~~Canaan?~~" **Change to:** "Judah."	Approve edit as written.
61	p. 240, Picture of Jerusalem: **Delete:** this photo. This is chapter on Judaism, but this text has used a picture without Jews, showing Jerusalem with Arabs only. The lesson is about languages. **Replace with:** a picture of Israeli children in school with Hebrew writing on the wall, or freeway signs in Hebrew and English pointing to Jerusalem.	Replace with a more appropriate photo.
62	**(IMAP—Ballard & Tighe General Comment, Holt #9)* pp. 242-243, **Delete:** "~~Hebrew~~ Religious Artifacts" It is inappropriate to use the term *Hebrew* that was used 3000 years ago, rather than the term used when the artifacts were made. **Change to:** "Jewish Religious Artifacts."	Approve edit as written.
63	p. 245, picture caption, **Delete:** "…shows fighting between the Jews and ~~Romans~~…."	Approve edit as written.

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	The Maccabees fought the Greeks. **Change to:** "Greeks."	
64	p. 245, last paragraph: **Delete:** "The Romans crushed the revolt and sent nearly all the Jews of ~~Judaea into exile~~." This is inaccurate. The Bar Kokhba revolt led to the Romans exiling the Jews from Jerusalem, not from Judaea. More than half the Jewish population was killed in the revolt, and tens of thousands were sold into slavery. The Jews who did not revolt, mainly from the Galilee, were not exiled. After several years, Jews were allowed to return to Jerusalem. (Joseph Telushkin, *Jewish Literacy,* pp. 145-146). **Change to:** "The Romans brutally crushed the revolt and sent nearly all the Jews of Jerusalem into exile from their homeland**."**	Approve edit as written.
65	**(IMAP—Glencoe #1, Holt # 28,43)* p. 246, Teacher's notes, Culture, **Delete:** "I know that the ~~Bible contains stories from the Hebrew Bible~~, such as the ~~story~~ of Noah and the flood." In addition to using "story" twice, this sentence refers to the Christian Bible inappropriately in the chapter on Judaism. **Change to:** "I know that the Hebrew Bible contains familiar stories such as Noah and the flood."	Make change but use "Hebrew scriptures".
66	**(IMAP—Holt #15)* p. 247, first paragraph, **Delete:** "The Jewish people observe many ~~holidays~~ and traditions. Two of the most important Jewish ~~holidays~~ are…." The word *observe* is correct here. *Holidays* gives the impression of frivolous celebration, whereas Jewish holy days are serious times of religious reflection. **Change to:** "The Jewish people observe many holy days and traditions. Two of the most important Jewish holy days are…."	Approve edit as written.
67	**(IMAP—Holt #45)* p. 247, paragraph 1, **Delete:** "Rosh Hashanah is the first day of the Jewish New Year ~~and~~ the beginning of the ~~ten~~ High Holy Days." There are not ten	Approve edit as written.

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	High Holy Days. **Change to:** "Rosh Hashanah is the first day of the Jewish New Year, the beginning of the High Holy Days."	
68	**(IMAP—Macmillan #33)* p. 247, next to last paragraph, **Change:** "He taught many of the ideas of Judaism, such as belief in God, ~~and the importance of~~ the Ten Commandments, and love of God and of your neighbor.-In addition, Jesus taught new religious ideas like love your enemies." This text fails to recognize that concepts of love of God and love your neighbor are Jewish ideals. A different idea Jesus introduced was to love your enemies.	Approve edit as written.
69	p. 247, Primary Sources, The Talmud, **Delete:** "…this copy of theTalmud, a ~~book~~ that describes…" For accuracy, **Change to:** "…this copy of theTalmud, a Jewish legal code that describes…"	Approve edit as written.
70	p. 248, first paragraph, **Delete:** "~~The life of Muhammad and the message of Islam are presented in the Qur'an, the holy book of Islam~~." This is unnecessary information, and the information about Christianity and Islam should be balanced. Since comparable information about Christianity is not included here, this information should be deleted.	Approve edit as written.
71	p. 248, Review, #2, **Delete:** "~~Write a paragraph comparing Judaism, Islam, and Christianity~~." Students do not have information to do this assignment and should not be asked to compare religions. **Change to:** "Write a paragraph explaining how Judaism influenced Christianity and Islam." The religions should be listed in chronological order: Judaism, Christianity, Islam.	Approve edit as written.
72	**(IMAP—Ballard & Tighe General Comment)* p. 248, Teacher's notes, Review answers, #6, **Delete:** "It tells the history of the Jewish people to 300 B.C. and contains many traditional ~~stories~~ and teachings of Judaism."	Approve edit as written.

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	Change to: "…and contains many traditional poems, proverbs, and teachings of Judaism."	
73	**(IMAP—Holt #12)* p. 248, Teacher's notes, Review answers, #7, **Delete:** "Make a list of the traditions and ~~holidays~~ of Judaism." See above. **Change to:** "…traditions and holy days…"	Approve edit as written.
74	p. 248, Teacher's notes, Review answers, #8, **Add:** "Christianity and Islam adopted the Jewish belief in one God." This is the most important point and should be the first listed.	Approve edit as written.
75	p. 250, Teacher's notes, Write a Research Report, **Delete:** "Students should use chapter details to help them formulate questions of one person ~~in the chapter~~, such as ~~Cyrus, Jesus, or Muhammad~~." This is the chapter on **The Origins of Judaism.** This direction tells students to write about the non-Jewish people mentioned in the chapter and ignores all of the Jews. This is an inappropriate assignment for the chapter on Judaism. **Change to:** "…one person important to Jewish history, such as Ezra, Ruth, Hillel, or Johanan Ben Zakkai."	Approve edit as written.
76	**(IMAP—Ballard & Tighe General Comment, Holt #9)* p. 250, Teacher's notes, Homework and practice, p. 72, 3rd paragraph, **Delete:** "…Cyrus allowed the Jews to reclaim the land of ~~Canaan~~. However, the Jewish Diaspora continued, with many Jews remaining scattered outside of ~~Canaan~~." See above. **Change to:** "Judah" in both sentences.	Approve edit as written.
77	p. 251, Use Vocabulary, #4 **Delete: "**~~Christianity, Islam~~" Since this is the chapter on Judaism, the review should emphasize ideas about Judaism, not focus on two other religions that will be studied in their own time. Asking students to show the relationship between Christianity and Islam is an inappropriate exercise for the chapter on Judaism and is unrelated to the standards on	Approve edit as written.

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	Judaism.	
78	p. 251, Use a Cultural Map, **Delete this exercise**, which has nothing to do with Judaism, Jewish history, or the California standards. This belongs in a chapter on Islam, since it is focused on languages spoken by Muslims, not by Jews.	Approve edit as written.
79	p. 252, Jerusalem, Get Ready, paragraph 2, **Delete:** "Today the city of Jerusalem, ~~known in Arabic as Al-Quds and in Hebrew as Yesuralayim,~~…" **Add and Change:** "Today the city of Jerusalem <u>is the capital of Israel. Known in Hebrew as Yerushalayim and in Arabic as Al-Quds, it is considered holy by the Jewish, Christian, and Islamic religions.</u>" Since this is the chapter on Judaism, place the Hebrew pronunciation first, and point out the Jerusalem is the capital of Israel, the Jewish state.	Approve edit as written.
80	**(IMAP—Macmillan #14)* p. 252, Jerusalem, What to See, **Delete:** "The Western~~—or Wailing—~~Wall…." This photo should be used to replace the photo on p. 231, which shows only two Jews praying and is dominated by the Muslim mosque.	Approve edit as written.
81	p. 252, Teacher's notes, Background, Jerusalem: The history recounted here is selective to make the Israelis look like conquerors. **Delete:** "~~During the Arab-Israeli War of 1967, the Israelis captured the Old City of Jerusalem. Many Arabs moved from the Old City after the war. The Israeli government promised to allow~~ people of all religious faiths access to holy sites." **Change to:** "<u>From the time Israel declared independence in 1948 until 1967, the Western Wall was controlled by Jordan, and Jews were forbidden to pray there. Since Israel gained control of Jerusalem in the Arab-Israeli War of 1967,</u> the Israeli government <u>has allowed</u> people of all religious faiths access to holy sites." This is	Approve edit as written.

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	a more accurate statement.	
82	p. 253, photo caption, Hurva Arch, **Delete:** "The Hurva Arch (background) stands at the site of a synagogue ~~that was destroyed~~ in 1948. For accuracy, **Change to:** "The Hurva Arch (background) stands at the site of a synagogue destroyed by Arab armies in 1948."	Approve edit as written.
83	p. 253, photo caption, the Dome of the Rock, **Add:** "It is built upon the Temple Mount, the holiest site of Judaism." This is a more accurate explanation.	Approve edit as written.
84	p. 254, Summary, **Add:** "…Abraham lived in Mespotamia in the 1900s B.C."	Approve edit as written.
85	p. 254, Main Ideas and Vocabulary, #4, **Delete:** "~~What is Islam? A. a prophet, B. a religion, C. a law, D. a country~~" This is not a main idea from the chapter on Judaism. **There is a strong emphasis on Islam in the chapter exercises**, but the chapter is supposed to teach students about Judaism and Jewish history. **Change to:** "What is the Jewish escape from slavery in Egypt to freedom in the Promised Land called? A. the Diaspora, B. the Exodus, C. Yom Kippur, D. Hanukkah"	Approve edit as written.
86	**(IMAP—Holt #26)* 254, Teacher's notes, Recall Facts, #5 **Capitalize:** "…the belief in one ~~god~~" **Change to:** "…the belief in one God"	Approve edit as written.
87	**(IMAP—Macmillan #24)* p. 255, Recall Facts, #7, **Delete:** "~~Why did the pharaoh allow the Hebrews to leave Egypt?~~" This question misses the important facts that should be learned in this chapter. **Change to:** "What did Moses accomplish?"	Approve edit as written.
88	**(IMAP—Macmillan #24)* p. 254, Teacher's notes, Recall Facts, #6, **Delete:** "~~He set them free after the tenth plague. In this plague God had killed all Egyptian firstborn sons,~~	Approve edit as written.

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	~~including the pharaoh's~~." **Change to:** "Moses led the people from slavery in Egypt to freedom in the Promised Land and received the Ten Commandments from God."	
89	**(IMAP—Ballard & Tighe General Comment, Holt #9)* p. 255, Recall Facts, #13, **Delete:** "Who allowed the Jews to reclaim ~~Canaan~~…?" **Change to:** "Judah"	Approve edit as written.
90	p. 255, Teacher's notes, Apply Skills, #20, **Delete:** "…~~it is close to where the Second Temple once stood~~." **Change to:** "…it is all that remains of the ancient Temple complex."	Approve edit as written.
91	p. 256, Unit Writing Activity, Write an Expository Paragraph, **Delete:** "~~Write an expository paragraph explaining how Judaism, Christianity, and Islam are related. Also tell one important belief that all three religions share~~." Like several assignments in this chapter, the focus is not on Judaism, but rather on other religions. **Change to:** "Write an Expository Paragraph explaining how Judaism survived despite exile of many Jews from the land of Israel and the destruction of the Temple in Jerusalem."	Approve edit as written.
92	p. 256, Teacher's notes, Unit Writing Activity, Write an Expository Paragraph, **Delete:** "…they review information in their textbook about how ~~Judaism, Christianity, and Islam are related~~." **Change to:** "…they review information in their textbook about how Jewish leaders such as Jeremiah and Johanan Ben Zakkai developed new ways to worship and to study Judaism."	Approve edit as written.
93	**(IMAP—Macmillan #14)* p. 256S2, Summative Test, #35, **Delete:** "~~The structure is also called the Wailing Wall~~." The term "Wailing Wall" is not used by Jews. See note above, p. 237.	Approve edit as written.

Holt, Rinehart and Winston

General CRP Comments:

1. Usage of god/God must be standardized across material/chapters
2. Many people find the use of "Yahweh" confusing, since it is not a common Jewish usage and should be avoided lest the reader think that Yahweh is ANOTHER god instead of an awkward transliteration of the proper name used by Jews.
3. In general the material conflates ancient Israelites with Jews, which is not historically accurate; the problem can be addressed with editing
4. Responses to comments are made once and not repeated.

Number	Group's Edit/Correction	Ad Hoc Committee Action
94	**** (IMAP—Holt #6)** p. 226: We strongly disagree with removing Judaism on p. 226 and using "their religion" [Hebrews]. This is a discussion of the Hebrew Bible's contents, and Judaism is the religion. Judaism as a key term should be retained here.	Judaism is a key term and should be explained; that does not have anything to do with this IMAP correction which is accurate.
95	**(IMAP—Holt #16)* p. 229, King David, **Delete:** "…~~David defeated the Philistines and fought and won wars against many other peoples of Canaan. Among the lands David captured was the city of Jerusalem, which became Israel's new capital~~." **Change to:** "David was admired for his military skills and as a poet; many of the Psalms are attributed to him. He established the capital of Israel in Jerusalem." Attribution of authorship of many of the Psalms should not be ignored. Jerusalem was the only capital; "new" suggests a former capital.	Approve edit as written.
96	p. 230, "Independence and Conquest, paragraph 2, **Delete:** "~~The Jews made many great advances under the Romans. Jewish leaders added to the Second Temple. Teachers such asYohanan ben Zaccai clarified some Jewish teachings to help people better understand their religion. Yohanan built a school near Jerusalem to teach about Judaism.~~ "In ~~spite of the advances they made, many Jews weren't happy with Roman rule~~.	Approve edit as written.

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	They called on their people to rebel against the Romans." This paragraph presents an overly benign picture of Roman occupation. Joseph Telushkin, *Jewish Literacy,* pp. 133-136, provides a more accurate description of life under the Romans: **Change to:** "Although Jewish leaders added to the Second Temple under Roman rule, life was difficult. Heavy taxes burdened the people. The Romans were brutal masters who had no respect for the Jewish religion and way of life. Some rulers tried to force the Jews to worship the Roman Emperor. The Roman rulers even appointed the high priests, the leaders of the Temple. This was more than the Jews could bear. They called on their people to rebel against the Romans." The discussion of Yohanan ben Zaccai does not belong in this period; it belongs with the discussion of the destruction of the second Temple in 70 A.D. on pp. 240-241. The passage in the text fails to recognize the real contribution of Yohanan ben Zaccai who, according to Robert Seltzer, articulated a "rabbinic blueprint for Jewish survival." (*Jewish People, Jewish Thought*, p.245.)	
97	p. 232, **Delete:** "~~If YOU Were There, You live in a culture in which many people own slaves. Some people in your town treat their slaves very badly. But you have been taught to be fair and kind to everyone, including slaves. One day, you tell one of your neighbors he should be kinder to his slaves. He asks you why you feel that way. How will you explain your belief in kindness"~~? The purpose of this may be to help students develop sensitivity to cultural values other than their own. However, in 21st century America, an activity that requires students to accept the institution of slavery and argue	Approve edit as written.

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	only about what form of slavery is all right—whether it should be kind or unkind treatment of slaves—is highly inappropriate! Students should **not** be taught about cultural sensitivity in a context that assumes acceptance of behavior—slavery—that is inconsistent with America's values and odious to most Americans.	
98	p. 241-242, **Information about Yohanan ben Zaccai should be moved to pp. 241-242.**	Approve edit as written.
99	p. 241, Teacher's notes, Main Idea, **Delete:** "~~Identify: Who were the Zealots? *A group of Jews who refused to obey Roman officials and led their fellow Jews in revolt.*~~" The Zealots are not in the California standards, and the contribution of Yohanan ben Zaccai is in the standards and is more important. **Change to:** "Identify: Who was Yohanan ben Zaccai? *A Jewish teacher who established a school at Yavneh.*"	Approve edit as written.
100	****(IMAP—Holt #20)** p. 243, Removes "mazel tov" as a Yiddish word because it is Hebrew. "Mazel tov" is both Hebrew and Yiddish; it should not be removed from the list.	Approve edit as written.
101	p. 247, Teacher's notes, Answers, **Change to:** #2. "Moses led the Hebrews out of slavery in Egypt in the Exodus." #7. "The Jewish holiday Passover commemorates the freeing of the Hebrews from slavery and their journey out of Egypt in the Exodus." The significant event commemorated by Passover and remembered as the Exodus is that the Jewish people were freed from *slavery*, not merely that they were in Egypt.	Approve edit as written.
102	p. 379, Key Terms and People, Section 2, **Delete:** "~~Saint~~ Paul." This is a religious term. **Change to:** "Paul."	Approve edit as written.

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103	****(IMAP—Holt #33)** . p. 391, The Parable of the Good Samaritan, About the Reading: The IMAP suggests a change but still emphasizes that Jews considered themselves of a higher status than Samaritans. This misconstrues the difference, which was religious, not class. Both the original and the IMAP change emphasize bad qualities of Jews rather than the point of the parable: Who is your neighbor? The offensive reference to Jews should be removed not reworded. This interpretation of the parable has been used historically to promote anti-Semitism and has no place in a public school textbook. **Delete:** "The Samaritans were a group who lived in what is now northern Israel. ~~Many Jews looked down on Samaritans and refused to associate with them~~." Since Jesus and all of his audience were Jews, focusing on, "~~Many Jews looked down on Samaritans and refused to associate with them~~" is an unnecessary inclusion. **Change to:** "The Samaritans were a minority group who lived in what is now northern Israel."	References to Jews looking down on Samaritans should be edited out.
104	**(IMAP—Ballard & Tighe General Comment)* p. R40, Gazetteer, **Delete:** "**Judah** one of the two kingdoms created when ~~Jerusalem~~ was divided; the ~~Hebrews~~ in Judah came to be called Jews (p. 230)." The kingdom of Israel was divided, not the city of Jerusalem.	Approve edit as written.
105	**(IMAP—Holt #16)* p. R49, Biographical Dictionary, **Delete: "David,** (c. 1000 B.C.) King of Israel, he defeated the Philistines and ~~moved~~ the capital to Jerusalem ~~after capturing that city~~. (p. 229) The capital was not somewhere else and then moved to Jerusalem.	"Established" is more historically accurate than "moved".
106	**(IMAP—Ballard & Tighe General Comment, Holt #9)* R 56, Diaspora, **Delete:** "~~the scattering of the Jews outside of Canaan after the Babylonian Captivity (p.230)~~" **Change to:** "the places where Jews lived after they were expelled from their homeland,	Change is not exactly correct, diaspora is not "the place", retain "scattering" but change Canaan to Judah.

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	Judah." The land was Judah at that time.	
107	Grade 7, **(IMAP—Glencoe #1, Holt # 28,43)* p. 60, Three Religions: The picture contains a Torah Scroll, a Christian Bible, and a Qur'an. **Change to:** "The ~~Torah~~, Hebrew Bible, the holy book of Judaism The Christian Bible, the holy book of Christianity The Qur'an, the holy book of Islam" Contact: The Jewish holy book comparable to the Christian Bible and the Qur'an is the Hebrew Bible. The Torah scroll contains the first five books of the Hebrew Bible. This implies that the Bible is the holy book of Christianity only, but Jews also call their holy book the Bible.	Make edit, but need to clarify that the Torah is not the entire Hebrew Scriptures.

Houghton Mifflin
McDougal Littell

These two publishers share identical sixth grade texts.

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108	p. 326: paragraph 2, **Delete:** "According to the Torah, during troubled times the Hebrews held to their belief that they ~~were God's chosen people~~." The phrase "chosen people" is misunderstood and often used to denigrate Jews. **Change to:** "According to the Torah, during troubled times the Hebrews held to their belief in God."	For greater historical accuracy it would be good to explain that every nation/people at that time was "chosen" by its deity, with whom it had a specific covenant.
109	p. 326: Language Arts: Profile Abraham, **Delete:** "Have students use library resources and the internet to research and report on the life of Abraham. ~~Tell students to include information about other religions (such as Islam) in which Abraham plays is honored~~. Invite volunteers to give oral reports on their research." This is the chapter on Judaism. Islam will be thoroughly covered in the seventh grade standards. This assignment	Approve edit as written.

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	takes the focus from the main topic (Judaism) to introduce a religion (Islam) out of the ancient world time frame, a religion that will be amply covered in seventh grade.	
110	**(IMAP—McDougal Littell #16)* p. 327: Primary Source: The Ten Commandments: As the footnote states, "Jews and some Christians word the commandments in ways slightly different from this version." Chapter 10: The Hebrew Kingdoms is the chapter about Judaism. Yet the primary source material, the Ten Commandments, is taken from a Christian Bible, not from the Hebrew Scriptures. The Ten Commandments Christian version in this text differs in meaning from the Jewish version. "**Do not murder**," the Jewish commandment is **not** the same as the commandment quoted here, "~~Thou shalt not kill~~." The Jewish version was used in the 1999 version of *A Message of Ancient Days* (Houghton Mifflin). **Use the Jewish version in the chapter on Judaism.**	Approve edit as written.
111	**(IMAP—McDougal Littell #16)* p. 327: Interpreting Primary Sources, **Delete**: "Describe the behavior of a person who follows the commandments. *(The person would believe in one God, not worship other gods, and ~~go to church on the Sabbath~~. The person would not swear, ~~kill~~, be immodest, steal, lie, or be greedy.)"* Here again is a Christian interpretation in the Jewish chapter (church; kill). **Change to:***" The person would believe in one God, not worship other gods, and keep the Sabbath as a day of rest and worship. The person would not swear, murder, be immodest, steal, lie, or be greedy."*	Approve edit as written.
112	p. 334: Mezuzah, **"**Traditionally, ~~some~~ Jews keep. . . ." **Delete** some.	Make edit; should also include the Biblical references for the practice, Deut 6:9 and 11:20.
113	p. 337: Israel and Judah, **Delete:** "When Solomon's son became king, the northern tribes refused to pledge their loyalty until he	1) Material is accurate, though again it should be pointed out that this was standard practice

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	agreed to lighten their taxes and end ~~forced~~ labor on building projects." **Change to:** "...to lighten their taxes and end <u>their</u> labor on building projects." 1)"Forced labor," should not be the main idea of this page. The labor discussed is more similar to conscription in the military or the CCC of the Roosevelt era than to slavery, as "forced labor" implies. This point is not in the standards, which are focused on the central ideas, development, and survival of Judaism. 2) The assumption that if the Jews were not so quarrelsome and could get along with each other, the Assyrians and Babylonians could not have conquered them is a highly questionable premise. Even united Israel was a small kingdom.	at the time. 2) the text should clarify that the reason for the defeat of the ancient Israelites was their military inferiority.
114	**(IMAP—Ballard & Tighe General Comment, Holt #9)* p.341:"Rise and Fall of the Hebrew Kingdoms, last paragraph, **Delete:** "....He freed the Jews and allowed them to return to ~~Palestine~~…." Use of Palestine in this period is incorrect. The Romans renamed Judea "Palestine in 132 A.D. In 538 B.C. the country was named Judah. **Change to**: "....He freed the Jews and allowed them to return to <u>Judah</u>."	Approve edit as written.
115	p. 343: Syria Controls Judah**, Delete:** "~~Many~~ of the people did not (begin to worship Greek gods). **Change to:** "<u>Most</u> of the people…." Most is accurate.	Very hard to know how many people did what, best to characterize it as "some" versus "others".

Macmillan/McGraw-Hill

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116	p. 340A, Unit Summary, Explore the Big Idea, "Students learn about the geography of	No specific edit was proposed for this item.

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	ancient Israel and Greece, the rise and fall of the kingdom of Israel, and Greek ideas about government and citizenship. In this unit, the Big Idea asks students: How do new ideas cause change?" Neither here nor in the chapter descriptions on this page is there any suggestion of the new ideas introduced by the people of Israel: monotheism, moral values, justice, education, and responsibility toward others.	
117	p. 340 A "Chapter 10: The Early Israelites". **Delete:** • ~~In 1800 B.C., people called the Children of Israel built a kingdom in this region~~." **Change to:** • "In about 1800 B.C. Abraham led his people, believers in one God of justice and righteousness, to ancient Israel. • Eventually these people became known as Jews. Many aspects of Jewish culture such as monotheism, moral values, justice, education and responsibility toward others have influenced modern culture." This change makes the section consistent with the main ideas included in the California standards.	Approve edit as written.
118	p. 340C, "**6.3.5** Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the ~~deconstruction~~ of the second Temple in A.D. 70." Wrong word used. **Change to:** "destruction."	Approve edit as written.
119	**(IMAP—Macmillan #14)* 340E, Teaching the Unit Newspaper, The Sacred City, **Delete:** • Of what is the ~~Wailing~~ Wall a remnant? *(The Wall is the only remaining part of ~~King Solomon's~~ Temple.)* **Change to:** Western Wall"	Approve edit as written.

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	and "the Temple." The Western Wall is actually part of the second Temple, not Solomon's Temple.	
120	p. 342, Timeline, **Delete:** **(IMAP—Macmillan # 23) "~~8000 B.C. Ancient Israelites begin farming~~" ~~"620 B.C. Judah is conquered by Egypt~~. This is not a standards-based important event. There is nothing on the timeline about Abraham, Moses, the Exodus, King David, or Jerusalem, all significant people/events in Jewish history and all in the California standards. **Add:** "circa 1800 B.C Abraham leads his people to ancient Israel, circa 1200 B.C. Moses leads the Israelites from Egypt, circa 1000 B.C. King David establishes the capital of Jerusalem"	Approve edit as written.
121	p. 353, Effects of Geography, last paragraph, **Delete:** "The people of ancient Israel called one group of ~~invaders~~ the Habiru." **Change to:** "The people of ancient Israel called one group of newcomers the *Habiru*."	Approve edit as written.
122	p. 355, TEACH, The People of Israel, Summary, **Delete:** "The Israelites settled in ancient Israel after ~~1200~~ B.C." The correct date is 1800 B.C. **Change to: "**The Israelites settled in ancient Israel after 1800 B.C."	Approve edit as written.
123	p. 357, The Ten Commandments, paragraph 2, "~~The most~~ important part of the Torah is the Ten Commandments." Jews do not consider this the most important part of the Torah. **Change to:** "One important part of the Torah is the Ten Commandments."	Approve edit as written.
124	p. 360, Teacher's notes, 3, Close, Tell What They Did, **Delete:** "Jacob was the father of 12 sons; each ~~lead~~ one of the tribes of Israel." Wrong word. **Change to:** "each led	Approve edit as written.

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	one of the tribes of Israel."	
125	p. 365, Teacher's notes, Question Bank #2, "Why might the Israelites have remembered David as their greatest king? **Delete:** *(~~He conquered nearby nations and created a small empire.~~)* These are not the reasons Jews remember David as the greatest king. **Change to:** "David established Jerusalem as the civic and spiritual capital of the Israelites, wrote many Psalms that became part of the Hebrew Bible, and united the people."	Approve edit as written.
126	p. 365, Teacher's notes, Universal Access, Enrichment, **Delete: "**~~Have students work with a partner. Ask them to draw a Venn diagram with the headings 'empire' and 'kingdom.' Have them fill in the diagram to compare an empire and a kingdom. Then have them write a short paragraph based on this information~~." There is no information in the text to accomplish this, since the terms are used interchangeably about the kingdom/empire of Israel.	Approve edit as written.
127	**(IMAP—Macmillan #28)* p. 366, Teacher's notes, Summary, **Delete:** "The Assyrians conquered Israel in 722 B.C. and forced ~~the ten tribes~~ to leave the land. ~~While these tribes lost their religion, the Assyrians began to worship the god of the Israelites~~." This is not correct. **Change to:** "The Assyrians conquered Israel in 722 B.C. and forced the leaders of the Israelites to leave the land. Those who were forced to leave became known as the ten lost tribes of Israel. Many of them continued their religious practices in their new lands." **Delete:** "~~Then the people of Judah turned to the Egyptians. The people of Judah paid tribute to Egypt. Later the Chaldeans conquered Egypt~~." This information is not part of the California standards and contributes nothing to the understanding of Standard **6.3.**	Approve edit as written.
128	p. 367, Teacher's notes, Review the Standards Through Writing, **Delete:** The	Approve edit as written.

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	Expository and Persuasive writing prompts. The Expository prompt is not related to the California Standards. The Persuasive prompt was reinforced in the Venn Diagram. **Change to: "Expository—**Write a paragraph that explains the importance of the Ten Commandments. **Persuasive—**Decide whether you prefer monotheism or polytheism. Then write a one-paragraph letter to try to convince a friend that your perspective is right."	
129	p. 369, Teacher's notes, Scrolls, **Delete:** "The ancient Israelites wrote important religious and governmental documents on scrolls. ~~of papyrus, a thick paper-like material made from a grassy Mediterranean plant~~. Since most ancient Israelites could not read or write, these scrolls were produced by professional scribes. Some Israelite children were trained for this job." Jewish scrolls were on leather.	Approve edit as written.
130	**(IMAP—Ballard & Tighe General Comment)* p. 371, italicized introductory paragraph, **Delete:** "*Wise men, priests, and kings wrote down ~~these stories~~ that had been passed from one generation to the next*." **Change to:** "*Wise men, priests, and kings wrote down this history that had been passed from one generation to the next."* Stories" implies that these writings are purely fictional.	Approve edit as written.
131	p. 371, "From Babylon to Judah, **Delete: "**The Jews called their time in Babylon exile. This means they were forced ~~to live in a foreign land~~." **Change to:** "…This means they were forced to leave their homeland." The dictionary definition of "exile is "forced absence from one's country."	Approve edit as written.
132	p. 374, The Dead Sea Scrolls, **Delete:** "…are ancient scrolls of leather, ~~papyrus,~~ and copper…. They were probably written ~~by Essenes~~ between 200 B.C. and A.D. 68. The scrolls include the oldest complete copy of the book of Isaiah and ~~all the~~ other books of	Approve edit as written.

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	the Hebrew Bible~~, except for the book of Esther~~." This information is not correct. Nobody knows who wrote the Dead Sea Scrolls. **Change to:** "…ancient scrolls of leather and copper…. probably written between…. The scrolls include the oldest complete copy of the book of Isaiah and fragments of many other books of the Hebrew Bible."	
133	p. 380, Teacher's notes, #5, **Delete** "~~D~~" That is not the correct answer. **Change to:** "B" The choice should be "proverbs," not "~~proverb~~."	Approve edit as written.

Oxford University Press

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	The Ancient Near Eastern World	
134	p. 116, paragraph 4, **Change to:** "The biblical description of the Israelites' early years in the Levant begins at a time ~~during the dark age~~ when the Israelites were organized into 12 tribes." "During the dark age" implies a negative about the Israelites, who were in fact the only people to record their lives at this time.	Approve edit as written.
135	p. 117, Sidebar, **Change to:** "The Hebrew Bible ~~was~~ is the holy book of the ancient Israelites, who were the ancestors of modern Jews."	The ancient Israelites no longer exist so the past tense is more historically correct.
136	p.118, omits the artistic/cultural aspect of King David**.** **Delete:** "… ~~He ruled over Canaanites, Hittites (those who were not living in the Levant), and Philistines as well as his own Israelite people~~." **Add:** "David was beloved by his people and is considered one of Israel's greatest kings by the Jewish people. In addition to his talent for leadership, he was	Additional aspects of David's rule can be added if space is adequate.

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	a musician and poet. Many of the Psalms in the Bible are said to have been written by David." This change adds David's important contributions that are omitted in this text.	
137	p. 127, This is a glaring example of how the text applies modern biblical scholarship only to Judaism. The Exodus is observed by Jews to this day as the seminal event in their history. Numerous events related in the text's sections on Christianity and Islam are not subjected to the same test of verifiability. For example, the text does not point out the lack of evidence for the resurrection of Jesus, nor for Muhammad's flight to heaven from Jerusalem, to name but two. In the interest of neutrality, this section must be replaced. **Delete:** "~~Unfortunately, Egyptian records from the time don't mention the Exodus of the Israelite slaves. And archaeology hasn't uncovered any evidence of their years in Egypt, nor of their dramatic departure. We have only the biblical account for evidence. But belief in the Exodus was an essential ingredient in the Israelites' idea of themselves as a separate and united people. Josiah's discovery of the Book of the Law helped them to develop this understanding~~." **Replace with:** "For Jews, the Exodus is a central event in their history. The escape from Egyptian slavery demonstrated God's continued connection to the Jewish people. It is also a powerful symbol for all people showing the importance of freedom that has lasted throughout the ages. Every year Jewish families remember the Exodus during Passover. In their ceremony they rededicate themselves to the cause of freedom for all people."	Approve edit as written.
138	p. 127, The Jewish Journey, Sidebar, **Change to:** "around 1800 BCE Abraham leads Hebrews to Levant	Date of Abraham is subject to tremendous debate, Date of the destruction of the first Temple could be included

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	around 1250 BCE Moses leads Israelites out of Egypt to Levant ~~around 1200 BCE Israelites arrive in Levant~~ ~~598-597 BCE Jehoiakin of Judah reigns~~" According to the Hebrew Bible, Abraham is the beginning of the history of the Jewish people. He should be included in every timeline of Jewish history. Abraham and Moses are in the California standards. Jehoiakin is not.	instead of Jehoiakin.
139	p. 129, picture caption, **Add:** "A god holds a shield in one hand and raises his sword in the other, ready to attack his enemies. The statue may represent the god Baal, whom the Canaanites worshiped, but the Israelites did not." Because this illustration is on a page about the beliefs of the Israelites, it must be clarified that they did not worship this god.	Approve edit as written.
140	p. 137, paragraph 2, **Delete:** "~~At this point, the northern kingdom of Israel seems to disappear from history. Later authors called its people the 10 Lost Tribes of Israel. They weren't really lost, but the biblical authors stopped writing about them. Although many of the Israelites managed to stay on in their land, it seems that almost all of the Israelites eventually gave up their worship of Yahweh – all except for~~ the Israelites who lived in tiny Judah. But Judah, too, lived within the grip of Assyria's control." **Change to: "**Most of the Israelites managed to stay in Israel. They continued to worship God according to ancient Israelite tradition and became known as Samaritans. Over time, the Israelites who were forced to move lost contact with those who remained in Israel and Judah. They became known as the "10 lost tribes of Israel." Many of them continued to practice Judaism in their new lands. [T]he Israelites who lived in tiny Judah continued to worship God. But Judah, too,	Approve edit as written.

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	lived within the grip of Assyria's control." This needs revision to explain the 10 lost tribes and the Israelites who remained in Israel. The Samaritans, who still worship God according to ancient Israelite tradition, are descendants of the Israelites who remained in Israel. It is not true that almost all of these people gave up worship of God. Several of the "10 Lost Tribes" continued to practice Judaism in their new lands and have in modern times moved to Israel. The Ethiopian Jews, the Jews of Yemen, and tribes in Africa and in India are part of this heritage.	
141	p. 141, paragraph 4, **Change to:** "The Babylonians demolished Jerusalem, including the king's palace and the holy ~~Yahweh's~~ temple."	Approve edit as written.
142	p. 144, **Change to:** "And in modern times, the Jews were forced to flee from Iraq even though their families had lived there for more than 2,500 years. ~~today, in Iraq, there are still a few Jews who say that their families have lived there for more than 2,500 years~~."	Approve edit as written.
143	5. **Delete:** "~~Historians don't consider the Hebrew Bible to be history in the usual sense because~~ ~~c. its main character is Yahweh~~."	Approve edit as written.
144	p. 132, **Change to:** "Sometimes they deported a large portion of the population ~~whole populations~~, as they did in the case of the Israelites when Israel was conquered." This is inaccurate, as the text acknowledges, p. 137, "…**many** of the Israelites managed to stay on in their land…." Also see your reading comprehension question #2, "Assyria…sent **many** Israelites into exile." We have offered corrections to the text that indicate present-day Samaritans trace their ancestry to the ancient Israelites who were not deported.	Approve edit as written.

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145	p. 133, Critical Thinking Questions, #2, **Change to:** "Why do you think the people of Israel became known as the 10 Lost Tribes of Israel ~~passed from history~~, while the people of Judah did not? *(Possible Answer: The Israelites lost their king. Many of them were scattered to new places and lost contact with the other tribes. Some continued to worship God in their new lands.* ~~*and probably gave up their belief in Yahweh, and so lost their identity*~~	Approve edit as written.
146	**Chapter 22 BLM** **I See the Promised Land** ~~**The Idea of Ancient Babylon**~~	Approve edit as written.
147	**Answer Key** p.165, Chapter 20 Test, #6, **Delete:** "~~Belief in the Exodus was important because it gave the Israelites a feeling of being a separate and united people~~." **Change to:** "The Exodus is the central event in Jewish history. It demonstrated God's connection to the Jewish people and remains a symbol of the importance of freedom for all people."	Approve edit as written.
	THE ANCIENT ROMAN WORLD	
148	p. 149, paragraph 1, **Change to:** "…leaving only a retaining wall standing …~~leaving only one wall standing~~." This is inaccurate; the Western Wall is the retaining wall of the Temple complex, not a wall of the temple.	Approve edit as written.
149	p. 151, photo caption, **Change to:** "…the Western ~~Wailing~~ Wall in Jerusalem…." Jews do not use the term "Wailing Wall."	Approve edit as written.
150	p. 152, paragraph 1, Change to: "…and often adopted local ~~non-Jewish~~ customs ~~and beliefs~~." If they adopted non-Jewish beliefs, they would cease to be Jewish. However, of course they adopted local customs.	Approve edit as written.
151	p. 153, paragraph 2, **Change to:** "Every year, the Jewish people celebrate the	Approve edit as written.

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	rededication of the temple to God ~~great victory of Judas Maccabeus~~ during the eight days of Hanukkah…." The celebration is for religious freedom, the miracle of the oil, and the rededication of the temple to God, not for the victory.	
152	p. 154, last paragraph, **Change spelling:** "Simon Bar-Kochba ~~Bar-Kochbar~~"	Approve edit as written.
153	pp. 155-159, The Christian Bible is the only source quoted for the story of Jesus' life and death and for Paul's work establishing the Christian church. The material is not subjected to any critical analysis, as the Jewish scriptures were.	Text can be edited as per the criteria above to clarify who is making which claim.
154	p. 155, paragraph 3, **Change to:** "The prophet Isaiah repeated these words from God: ~~gave these words to the Hebrew god, Yahweh:~~" Prophets transmit words from God; they do not "give words to God." Use God, not Yahweh.	Approve edit as written.
155	p. 157, paragraph 3, This misrepresents Jewish teachings and follows the outdated replacement theology idea that Judaism is a religion of law, but Christianity is a religion of love. This is untrue and defames Judaism, contrary to Category 1 Criterion #10. Judaism did not and does not emphasize "An eye for an eye, a tooth for a tooth." **Delete:** "~~The beatitudes were different from traditional Jewish teachings as well. And this made enemies for Jesus, too. Justice played an important role in traditional Jewish teachings. But Jesus taught a message of forgiveness. 'You have heard it said, "An eye for an eye, and a tooth for a tooth." But~~ I say to you…if anyone strikes you on the right cheek, turn the other cheek as well." **Change to:** "Justice, love, helping others, and forgiveness played an important role in traditional Jewish teachings, and Jesus taught all of these. However, Jesus also	Approve edit as written.

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	introduced new ideas--to love your enemies and to forgive even those who do not repent for their wrongdoings. Jesus taught, 'I say to you…if anyone strikes you on the right cheek, turn the other cheek as well.'"	
156	157, paragraph 3, last sentence, **Change to:** "And they were afraid that the Romans would punish the Jews because his followers claimed Jesus was king of the Jews ~~his teachings would weaken their power among the people~~." This is blaming the Jews for the crucifixion of Jesus and must be changed to show why the Romans crucified Jesus.	Approve edit as written.
157	pp. 157-158, last paragraph, **Change to:** "Pilate knew that Jesus' followers called him king of the Jews, and Rome feared he would lead a rebellion. Thus, ~~Pilate knew that Jesus wasn't guilty of any crime under Roman law. But to keep peace with local religious leaders~~, he ordered that Jesus be crucified between two common criminals."	Approve edit as written.
158	p. 158, paragraph 5, **Change to:** "Educated in the Greek classics, he studied the Hebrew Bible in Jerusalem. Saul did not accept Jesus as the Messiah and opposed the Jewish followers of Jesus. He tried to prevent them from preaching their ideas in synagogues. ~~and developed a hatred for the new Christian religion. Saul persecuted Christians whenever he could~~. One day, he was riding to Damascus ~~to arrest the Christians there and take them to Jerusalem in chains~~." This implies Paul's study of the Hebrew Bible caused his animosity. Presenting the Jew Saul as a persecutor of Christians has been used historically to promote anti-Semitism. This must be rewritten as above to remove the blame on the Jew Saul.	Approve edit as written.
159	p. 158, paragraph 5, **Change to:** "He changed ~~his name and~~ his whole life and began using the Roman form of his name.	Approve edit as written.

Number	Group's Edit/Correction	Ad Hoc Committee Action
	Saul became Paul…." Paul is the Roman form of his name; he did not change it.	
160	p. 159, paragraph 3, **Add:** "…he chose to die rather than deny his belief in Jesus as Christ. p. 160, paragraph 1, **Change to:** "…that Jesus ~~Christ~~ would come back…." Christ is a religious title inappropriate in a public school text.	These two examples are very different. Page 159 refers to his belief and is appropriate; the second usage is more problematic and should be changed.
	Teaching Guide: *The Ancient Roman World*	
161	p. 129, line 3, **Delete:** "~~Wailing~~ Wall in Jerusalem" See above, SE p. 151. **Change to:** "Western Wall in Jerusalem"	Approve edit as written.
162	p. 130, Original Christian Sources, **Add:** "Explain that the Christian Bible is the primary source for studying what Christians believe about the life and teachings of Jesus. Point out that this book is available in several translations, many with notes to aid the reader. Explain that the Christian New Testament was written many years after Jesus' death by his followers who believed he was the son of God and wanted to persuade others to adopt their beliefs. It is not a history book written by neutral observers." This additional explanation is lacking in the text. It needs to be added to explain to students that the material they are reading from the New Testament is religious.	Approve edit as written.
163	p. 130, Original Christian Sources, **Change to:** "Encourage students to find out when the Gospels were written. read the original versions of passages about the life of Jesus and Paul summarized in their texts and to orally report their findings to the class." Since these particular passages of the New Testament have been used historically to promote anti-Semitism, this assignment must be changed. The recommended change adds some historicity to the chapter.	Approve edit as written.
164	p. 130, Literature Connection: "The most	Approve edit as written.

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	important source for the Judeo-Christian tradition is the Bible. As there are many translations, and different religions use different Bibles, you may need to be careful in addressing the subject." This is an excellent statement of advice to the teacher. Unfortunately, the following statements completely reverse this concept and must be deleted. **Delete:** "Ask students to bring in copies from home, or make copies from one particular version available in your resource center. Use the Bible both as a supplement to historical writings about Jewish and Christian religions and as a literary source. The example of the Beatitudes on pages 156-157 shows the power of the writing." This idea is fraught with danger. Parents will rightly want to know why students are bringing Bibles to class, and why their children are being required to read material contrary to their beliefs. Students who have been taught to proselytize in their faith communities will use this as an excuse to witness to their classmates. Even some teachers, untrained in how to teach about religion neutrally, will take this opportunity to share their favorite Bible stories and beliefs with their students.	
165	p. 140, Working with Primary Sources, **Change to:** "Students may also be familiar with the Hebrew Bible, <u>or with the Old Testament of the Christian Bible, which contains the books of the Hebrew Bible</u> ~~often referred to as the Old Testament~~." This is inaccurate. The Christian name for the books of the Hebrew Bible that they include as part of the Christian Bible is the Old Testament.	Approve edit as written.
166	p. 140, Geography Connection, **Change to:** "…*diaspora* (dispersal) and attempts to return to <u>Jerusalem and Israel</u> ~~Palestine (or Jerusalem or Israel)~~." It is inaccurate to state that the Jewish people long for Palestine;	Approve edit as written.

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	Jewish scripture refers to *eretz Israel* (the land of Israel) and the Passover service ends with "next year in Jerusalem."	
167	p. 140, Reading Comprehension Questions, #3, answer, **Change to:** "*(He drove King Antiochus of Syria out of Jerusalem and rededicated ~~rebuilt~~ the temple to God.)*" This is inaccurate; the temple was defiled, not destroyed.	Approve edit as written.
168	p. 141, Supporting Learning, English Language Learners, **Delete:** "~~Have students write an organized list of religious practices that their families or relatives follow~~." This is an inappropriate assignment that asks students to share their personal beliefs and further makes the assumption that every family practices a religion. Use the same assignment for English Language Learners and Struggling Readers in place of this.	Approve edit as written.
169	p. 143, Chapter Test, Multiple Choice, #3 b , **Add:** "Judas Maccabeus's rededication of the temple ~~defeat of Antiochus IV~~." Hanukkah celebrates the rededication of the temple, the miracle of the oil, and religious freedom, not the military victory.	Approve edit as written.
170	p. 144, Cast of Characters, **Change to:** "Jesus ~~Christ:~~ Jewish teacher ~~prophet~~ thought to be the Messiah…" It is inappropriate to use "Christ" because this indicates Jesus' divinity to his followers. Not all public school students will be Christians, and they should not be made to use religious terminology. "Prophet" has a very special meaning in Judaism, and Jesus is not a Jewish prophet.	"Christ" should be presented as a religious title, like Saint.
171	p. 144, Writing, Modern Parables, **Change to:** "Provide the class with copies of the original parables of the Lost Sheep ~~Good Samaritan~~ and the Prodigal Son (summarized on page ~~pages 157 and~~ 159)." The original version of the Good Samaritan	Approve edit as written.

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	has been used historically to promote anti-Semitism and has no place in a public school classroom. The textbook retelling of the parable took out the anti-Semitic elements, but they are in the Biblical text.	
172	p. 144, Working with Primary Sources, **Change to:** "Help students understand which of the sources used in this chapter are from the New Testament ~~Christian Bible~~ (gospels of Luke and Matthew) and which are from the Old Testament ~~Hebrew Bible~~ (Isaiah, Zechariah, and Micah)….Have students recognize that the Old Testament is taken from the Hebrew Bible and the New Testament is about Jesus and the beginnings of Christianity. Tell them that sources from the ~~two~~ bibles were written especially for adherents of Judaism and Christianity ~~adherents of those religions~~…." This is inaccurate.	Approve edit as written. It should be noted that the books do not appear in the same order in the Hebrew Scripture and the Christian Old Testament.
173	p. 147, Chapter Test 24, #2, This question promotes a false idea from replacement theology that Jesus' teachings were different from traditional Jewish teachings. In fact, Jesus taught traditional Jewish ideals of love of God, love your neighbor, help those in need, follow the commandments, and lead a moral life. His different teachings were to love your enemies and to forgive those who do not repent. Further, this question blames the Jews for the crucifixion and must be removed because it promotes anti-Semitism. **Change to:** "2. The Roman governor Pilate ordered Jesus crucified because he: (a. and b. answers remain the same) c. might lead a rebellion against Roman rule d. taught ideas the Romans opposed. ~~Through his teachings, Jesus made enemies among the Jews because he: c. had ideas that were different from traditional Jewish teachings. d. was taking students away from other teachers.~~"	Approve edit as written.

Number	Group's Edit/Correction	Ad Hoc Committee Action
174	p. 173, Chapter 23, Blackline Master, #2, **Change to:** "Jerusalem isn't shown because it had a relatively small Jewish population at that time. ~~Jerusalem isn't shown because Jews were dispersed throughout the empire~~." There were still Jews in Jerusalem, although fewer than before.	Approve edit as written.
175	p. 129, The Prodigal Son, paragraph 1, **Delete:** "…doing things forbidden by Jewish law~~—including touching unclean animals such as pigs~~." This information is inaccurate; Jewish law forbids eating pork and other nonkosher animals. It does not forbid touching the animals.	Approve edit as written.

Prentice Hall

Number	Group's Edit/Correction	Ad Hoc Committee Action
176	**(IMAP—Ballard & Tighe General Comment, Holt #9)* p. 128a: History Background, next to last paragraph, **Delete:** "The Babylonians soon were conquered by the Persians, who allowed the Jewish people to return to ~~Palestine~~." This event occurred much too early to use "~~Palestine~~." The Romans changed the name of Judah to Palestine in 135 C.E. after the Bar Kokhba revolt. **Change to "**Judah."	Palestine was used in reference to this area in Greek texts prior to this period but the clearest explanation might be, "the Persians permitted the exiles from Judah to return home."
177	Misinterpretation of the celebration of Passover: Both the text passage below and the Teacher's Note need to be changed for accuracy. Passover does **not** celebrate the suffering of the Egyptians; it celebrates **the Exodus**, the Israelites' freedom from slavery in Egypt. Further, Passover is a weeklong observance, not simply a feast. **(IMAP—Macmillan #24)* p. 135: Moses, **Delete:** "Moses told the Israelites to avoid this punishment by marking their doorways with the blood of a lamb. ~~This event is now~~	Approve edit as written.

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	~~celebrated as the feast of Passover, because the punishment "passed over" Israelite homes and families~~." **At the end of the next paragraph**, after the sentence, "This liberation of Jacob's descendants from slavery in Egypt is called the Exodus." **Add**: "This important event is now celebrated during the week of Passover."	
178	**(IMAP—Ballard & Tighe General Comment)* p. 139: Instruction, Ask, **Delete:** "What was the importance of religious writings to the Hebrews? *(Possible answer: The religious writings ~~are stories of~~ ~~war and slavery and exile, and the story of~~ God's will carried out in human events."* Eliminate the word "stories" (which suggests fiction) and emphasize history and beliefs rather than war. **Change to:** *(Possible answer: The religious writings tell the history and beliefs of the Jewish people and God's will carried out in human events.)*	Make edit but replace "Jewish" with "Israelite".
179	p. 140: Laws and the Talmud, **Delete:** "Many of these laws give directions for religious rituals. Others describe ~~how to wage war~~, how to have a fair society, and even…." The standards emphasize righteousness and justice, not warfare. **Change to:** "…Others describe how to have a fair society, to help those in need, and even…."	Approve edit as written.
180	p. 141: Basic Beliefs, paragraph 2: **Delete:** "He was strict, but he was also just~~, or~~ fair." This reinforces the stereotype of the Jewish God as unforgiving and harsh. **Change to:** "He was strict, but he was also merciful, just, and fair.	Approve edit as written.
181	**(IMAP—Ballard & Tighe General Comment)* p. 144: Instruction, **Delete:** "~~Students often have misconceptions about the role of women in the Hebrew Bible. Tell them that nearly all the stories in the Hebrew Bible are about men. However, there are some stories about women. Among them are stories about Ruth, Deborah, Susanna, and Eve~~. In	Approve edit as written.

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	this section, they will learn more about one of these women, Deborah." **Change to:** "Many of the events described in the Hebrew Bible are about men. However, several women, including Sarah, Naomi, Ruth, Deborah, and Esther play important roles. In this section…." Take out Eve because she was an early human before Judaism. The women listed in the correction are the most prominent. Take out the word "~~stories~~" that seems to indicate the Bible is fiction. Other religions are not presented as fiction.	
182	p. 144: Reading Skill, **Delete:** "Although some Jewish leaders rebelled against the emperor [Nebuchadnezzar], his armies destroyed the city of ~~Babylon~~ …." This is inaccurate. **Change to:** "…the city of Jerusalem…."	Approve edit as written.

Teachers' Curriculum Institute

Number	Group's Edit/Correction	Ad Hoc Committee Action
183	p.106: Vocabulary sidebar: **Change to: "Exodus:** the ~~departure~~ escape of the Hebrews from ~~Egypt~~ Egyptian slavery." The concept to be understood by students here is the escape from slavery, which is much more than a mere "departure." One would not say that escaped African slaves "departed" from slavery on American plantations.	Approve edit as written.
184	p.115**: Change to**: "The Roman victory began the final scattering of the Jewish people from their homeland. The Romans seized Jewish land and forbade the Jews from entering Jerusalem. Although some Jews always remained in the land of Israel, thousands were sent to other parts of the Roman Empire." In the interest of accuracy, this clause should be added. Otherwise the impression is given that no Jews continued to live in the land of Israel, which is not accurate.	Approve edit as written.

Number	Group's Edit/Correction	Ad Hoc Committee Action
185	p.116: Map of Jewish Diaspora, 200 C.E. **Add:** Yavneh to the map.	Approve edit as written.
186	p.171/ 173, p. 173 **Assessment** (3) "What should a historian keep in mind when using the Torah as an artifact?" The answer given, A, on p. 171 is incorrect and inconsistent with the text. (p. 101 of the text). **Remove** "(A) ~~It was written to explain the ancient Hebrew's beliefs.~~" **Change to**: "It was written to explain some of the early history of the Jewish people." (As per p.101 in text).	Approve edit as written.

Hindu Education Foundation: CRP-Recommended Edits
CRP: Shiva Bajpai, Professor Emeritus, CSU Northridge

The Hindu Education Foundation submitted a detailed report with numerous suggested edits for each of the programs under consideration for adoption. A number of the comments contained suggestions for changes, such as the addition of lengthy new passages, new literature selections, or rewriting of entire sections. These changes are not allowed under Commission policy and were not included in the recommended list.

Ballard and Tighe

Number	Group's Edit/Correction	Ad Hoc Committee Action
1	Page 100, Chaper Focus: current text, "The people of the Indus Valley developed a civilization that lasted for over 500 years." Replace with, "The people of the Indus Valley developed a civilization that lasted for over 1300 years."	Approve edit as written.
2	Page 106, first paragraph: current text, "The two largest cities were Mohenjo-daro and Harappa." Replace with, "The largest cities were Mohenjo-daro, Harappa, Lothal, Kalibangan, and Dholavira."	Approve edit as written. Added a comma after "Kalibangan".
3	Page 107, second paragraph: current text, "There may have been the danger of robbers because the houses were built without doors or windows on the street side." Replace with, "The entrances to the houses were on the rear. In Kalibangan, the entrance was typically large enough for a bullock cart to pass through."	Approve edit as written.
4	Page 115, "The Aryans": current text, "Also about this same time, tribes of people called Aryans began to move into the Indus Valley. These Aryan people came from the area around the Caspian and the Black seas. […] Eventually some of them crossed the Hindu Kush mountains into India where they slowly spread over the subcontinent." Replace with, "Since the 1800s it was believed that about this same time, tribes of people called Aryans began to move into the Indus Valley. These Aryan people came from the area around the Caspian and Black	Approve edit as written. Minor grammatical corrections underlined. Used "1800s" instead of "19th century" for consistency with rest of program.

Number	Group's Edit/Correction	Ad Hoc Committee Action
	Seas. The recent archeological proofs are negating the Aryan invasion theory. The new theory suggests Aryans were not the outsiders."	
5	Page 116, "Time Line": current text, "Aryan Age". Drop the phrase "Aryan Age."	Replace "Aryan age" with "The Epic Age."
6	Page 119, "The Aryans in the Indus Valley": current text, "tribes continued to come […] Their houses were made of wood and reeds." Drop the 2 paragraphs.	Approve edit as written.
7	Page 120, "Aryan Culture": current text, "As far as we know… in the ruins of Aryan villages." Drop this paragraph.	Approve edit as written.
8	Page 121, "Aryan Social Classes": current text, "Aryan tribes fought with each other and with the people of the Indus Valley who were there before them." Replace with, "Aryan tribes fought with each other."	Replace sentence with, "Aryan tribes fought with each other as well as against the non-Aryans."
9	Page 122, "The Class System": current text, "Because the Aryans wanted… They were not even allowed to live in Aryan villages." (entire passage) Replace with, "The Varna (social class) system makes its appearance late in the Rig Veda, in the Purusha Sukta hymns. The earlier sections don't reveal the same. Aryans, as revealed by the early texts, didn't consider any profession less dignified. The earliest Aryan texts explicitly allow all the 4 Varnas as well as those beyond the pale of Varna (i.e., non-Aryans) to participate in the rituals.	Approve edit as written. Replaced brackets with parentheses. Added comma after "early texts". Term "Varna" is new, is not explained anywhere, and may be confusing; added "(social class)" the first time it appears.
10	Page 123, "The Aryan Religion": third paragraph, current text, "They demanded that the people respect and even worship them." Drop this sentence.	Approve edit as written.
11	Page 131, picture of four classes: Picture does not depict the costume properly.	Replace with picture that accurately depicts proper historical costumes.
12	Page 131: current text, "By the year 500 B.C., many people were unhappy." Replace with, "By the year 500 B.C. new philosophical schools of thought emerged."	Replace with, "By the year 500 B.C. new philosophical schools of thought emerged into prominence."

Number	Group's Edit/Correction	Ad Hoc Committee Action
13	Page 136: current text, "Ashoka also established one official language to help unify his empire." Drop this sentence.	Approve edit as written.

Glencoe/McGraw-Hill

Number	Group's Edit/Correction	Ad Hoc Committee Action
14	Page 235, Section 1: current text, "…They [Aryans] created a new social system that determined how people lived." Replace with, "A social system that determined how people lived evolved."	Approve edit as written.
15	Page 236, Inset: current text, "It [Hinduism] began with the religion of the Aryans, who arrived in India in 1500 B.C. Replace with, "The basic principles of what is known today as Hinduism were already formulated by 1500 B.C. under the collective name of Sanatana dharma. They are to be found in the four Vedas."	Approve edit as written. The same edit will have to be made on page 247.
16	Page 238, Second bullet under "Focusing on the Main Ideas": current text, "The Aryans introduced…" Replace with, "New ideas and technology were developed in India. (page 242)"	Approve edit. Minor grammatical correction underlined.
17	Page 238, Third bullet under "Focusing on the Main Ideas": "The Aryans created a caste system…" Replace with, "During Vedic times, people were divided into different social groups (varnas) based on their capacity to undertake a particular profession. Membership in a group was not hereditary. In medieval times the varna system crystallized into a more rigid caste system."	This is supposed to be a summary. Just use the first sentence in the proposed edit.
18	Page 242, entire page: current text, "They [Aryans] were part of a larger group of people historians refer to as the Indo-Europeans." Remove this statement.	Approve edit as written.
19	Page 245, second paragraph: "Men had many more rights than women." Replace with, "Men had different duties (dharma) as well as rights	Approve edit as written.

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	than women. Many women were among the sages to whom the Vedas were revealed."	
20	Page 255, 256, bottom of page, illustrations of Brahman. Replace illustrations.	Replace illustrations of the Brahman with something more historically appropriate.
21	Page 262, second column, second paragraph: "[Ashoka's] tolerance was unusual for the time." Replace with "His tolerance was usual for the time."	Approve edit as written.
95	Page 238, Timeline: current text, "3000 B.C. – India's first civilization begins." Astronomical evidence in the Rig Veda suggests a date earlier than 3000 B.C. for the Rigveda.	Replace "first" with "early". This was initially edit #95 in the non-recommended list (original numbering kept for consistency).
96	Page 240, first paragraph, second column: current text, "India's first civilization in the Indus River valley began about 3000 B.C…." Astronomical evidence in the Rig Veda suggests a date earlier than 3000 B.C. for the Rigveda.	Replace "first" with "early".
97	Page 243, second paragraph: current text, "Because Aryans were skilled ironworkers, they improved farming in India." Remove "Aryan (sic)	Replace with, "Aryan technology improved farming in India."

Harcourt School Publishers

Number	Group's Edit/Correction	Ad Hoc Committee Action
22	Pages 362-363, 388: depictions of kings Chandragupta and Asoka, depiction of four classes. Provide authentic illustrations of these personages based on Indian symbols and dress code. Women belonging to each class did not wear the kind of attire shown in the illustration on page 388.	Approve edit as written.
23	Page 367, fourth paragraph: current text, "Hindi is written with the Arabic alphabet, which uses 18 letters that stand for sounds." Replace with "Hindi is written with the Devnagari alphabet,	Approve edit as written.

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	which uses 52 letters that stand for sounds.	
24	Page 386, paragraph 3: current text, "Compiled between 1500 B.C. and 800 B.C., the Vedas are based on oral tradition…" The group provides a suggested 130+ word passage for inclusion in the text.	An inclusion of the suggested length would definitely constitute additional content rather than an edit/correction. Revise the dates provided to "between 2000 B.C. and 1000 B.C."
25	Page 386, paragraph 5: current text, "The Vedas came to form the major beliefs of the religion called Brahmanism." Replace with, "The Vedas constitute the source of Hinduism."	Approve edit as written.
26	Page 386, first paragraph: current text, "The *Bhagavad Gita* describes a discussion between a god and a Vedic warrior…" Replace with, "The *Bhagavad Gita* describes a discussion between Krishna and Arjuna…"	Approve edit as written.

Holt, Rinehart and Winston

Number	Group's Edit/Correction	Ad Hoc Committee Action
27	Page 141, Timeline: "c.1250 BC Hinduism begins to develop in India. Replace with, "c.1250 BC Central tenets of Hinduism take shape."	Approve edit as written. Use "BC" rather than "BCE" for consistency. On the timeline, substitute c. 2600 BC for c. 2300 BC and caption, "Urban Harappan civilization reaches maturity."
28	Page 147, first paragraph: current text, "The greatest sources of information we have about Harappan civilization are the ruins of two large cities, Harappa and Mohenjo Daro…" Replace with, "The greatest sources of information we have about Harappan civilization are the ruins of two large cities of Harappa and Mohenjo Daro. The two cities lay on the Indus more than 300 miles apart but were remarkably similar. More recent sources include the ruins discovered at	Approve edit as written. Changed "IVC" to "Harappan civilization" for consistency with the rest of the text. Changed "Northwest" to lower-case.

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	Kalibangan, Dholavira and the port of Lothal, in addition to the 2600 rural settlements excavated in northwest India."	
29	Page 148, "Invaders from the West", second paragraph: current text, "Though they are mostly religious, some of the Vedas describe Aryan victories during their invasion of India." Drop this statement.	Approve edit as written.
30	Page 149, "Language", second paragraph, last line: "Sanskrit is no longer spoken today, but it is the root of many modern South Asian languages." Replace with, "Sanskrit is no longer widely spoken today, but it is the root of many modern South Asian languages."	Approve edit as written.
31	Page 151, "The Caste System", third paragraph: remove entire paragraph.	Approve edit as written.
32	Page 152, "The Vedas": current text, "The oldest of the Vedas, the *Rigveda*, was probably written before 1000 BC." Replace with, "The oldest of the Vedas, the *Rigveda*, was redacted in the form it is known to this day by 1500 BC."	Instead of "redacted", use "collected and arranged". Use BC instead of BCE for consistency.
33	Page 152, "Later Vedic Texts," all four paragraphs. Identify all four sections of the Veda: (1) Samhita, (2) Brahmana, (3) Aranyaka, and (4) Upanishad.	Delete the word "later".
34	Page 154, "Hinduism and the Caste System," current text, "A person with bad karma will be reborn into a lower caste or as a lesser creature, such as a pig or an ant." Replace with, "A person with good or bad karma will be born into a higher or lower life form."	Replace with "A person with bad karma will be born into a lower caste or life form." The following paragraph already details what happens to a person with good karma after death.
35	Page 154, "Hinduism and Women": current text, "However, Hinduism also taught that women were inferior to men. As a result, Hindu women were not allowed to read the Vedas or other sacred texts." Delete these sentences.	Make edit as directed. Deletion leaves only one sentence under "Hinduism and Women". It might be better for flow to just add this remaining sentence to the end of the previous section, or remove it

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		altogether.
36	Page 164, "Gupta Society", second and third paragraphs. Delete these paragraphs.	In the second paragraph, delete the word "strict". Delete the entire third paragraph.
37	Page 169, "Religious Epics," current text, "The Ramayana, written later than the Mahabharata…" Replace with, "The Ramayana, written prior to the Mahabharata…"	Approve edit as written.
38	Page 170, "Mathematics and Other Sciences": current text, "The ancient Indians were also very skilled in the medical sciences." Replace with, "The ancient Indians were also very skilled in the medical science known as the Ayurveda. Ayurveda is derived from Sanskrit *ayus,* meaning long and healthy life span, and *veda*, meaning theory and practice. The psychosomatic dimension of ayurveda incorporates significant input from the tradition of yoga. Though principally a pathway to spiritual liberation, yoga as a discipline of breathing and bodily functions finds a place of honor in most medical and healing traditions of India."	Replace with the following language: "The ancient Indians were also very skilled in the medical science known as the Ayurveda. Ayurveda incorporates significant input from the tradition of yoga. Though principally a pathway to spiritual liberation, yoga as a discipline of breathing and bodily functions finds a place of honor in most medical and healing traditions of India."

Macmillan/McGraw-Hill

Number	Group's Edit/Correction	Ad Hoc Committee Action
39	Page 233, Venn diagram: replace "Worship many gods" with "Worship many deities".	Approve edit as written.
40	Page 234, Timeline: "circa 3000 B.C. First Indian civilization begins." Replace with "circa 3000 B.C. Evidence for composite Indian civilization."	Make edit, but delete the word, "composite".
41	Page 235, Timeline: "circa 1500 B.C. Aryan songs become foundation of Hinduism." Replace with "circa 1500 B.C. Vedas were redacted into the form in which we know them today."	Make edit but replace "redacted" with "collected and arranged".

Number	Group's Edit/Correction	Ad Hoc Committee Action
42	Page 242: current text, "Because the Harappans left no written records, we do not know much about their society or government." Replace with, "The Harappans left behind inscriptions on a variety of objects such as seals, potsherds, and axes, as well as an occasional signboard."	Add after suggested revision, "Because the Harappan script has not been deciphered, we do not know much about their society or government."
43	Page 242, last paragraph: current text, "In the years that followed, a group of people called the Aryans began settling in the region. Soon a new civilization emerged." Replace with, "In the years that followed, a group of people from other regions of India began settling in the region, enriching the Harappan civilization."	Approve edit as written.
44	Page 243, last paragraph: current text, "Sanskrit was…" Replace paragraph with, "Sanskrit was the language of ancient India (to some extent it is so even today). Hindi, the most widely used language in India today (and other regional languages) evolved out of Sanskrit. The earliest example of written Sanskrit is the four *Vedas*, the oldest writings of the Hindu religion. Sanskrit was used until about A.D. 1100.	Approve edit as written. Use "A.D." in lieu of "C.E." for consistency.
45	Page 244, second paragraph: current text, "Men had many more rights than women. Unless there were no sons in a family, only a man could inherit property. Only men could go to school or become priests." Replace first sentence with, "Men had different rights and duties than women," and add after last sentence, "Women's education was mostly done at home."	Approve edit as written.
46	Page 244, fourth paragraph: current text, "In ancient India…" Replace "at an early age—12 or 13," with "after education."	Approve edit as written.
47	Page 245, "Review": current text, "Describe some of the ways in which men enjoyed more rights than women in ancient India." Replace with, "…enjoyed different rights."	Approve edit as written.
48	Page 249, second paragraph: current text, "Hinduism began with the religion of the Aryans, who arrived in India around 1500 B.C. The Aryans believed in many gods and goddesses	Approve edit as written.

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	who controlled the forces of nature. We know about Aryan religion from their ancient hymns and poetry, especially their epics." Replace with, "Hindus believe in many gods and goddesses. We know about Hindu religion from ancient Vedic hymns and poetry, especially Hindu epics."	
49	ADDITIONAL EDIT FROM CDE: in the TE, SE page 241 is reproduced on TE page 249.	Approve edit as written.
50	Page 249, Timeline: current text, "1000 B.C. *Rig Veda* created." Replace with, "1500 B.C. Rigveda was redacted."	Make edit but replace "redacted" with "collected and arranged".
51	Page 252, picture: remove picture of the "Untouchable."	Remove picture.
52	Page 252, last paragraph: "There was one group that did not belong to any varna. Its members were called untouchables. They performed work other Indians thought was too dirty, such as collecting trash, skinning animals, or handling dead bodies." Delete.	Replace text with, "There was one group that did not belong to any varna. Its members were called untouchables because they performed dirty work such as skinning animals or handling dead bodies."
53	Page 253, "Gods and Goddesses": current text, "I honor the light within you." Replace with, "I recognize and honor the divine within you."	Approve edit as written.
54	Page 255, "Daily Religion": "A temple or house of worship is not the..." Replace with, "A temple or house of worship is not the only center of Hindu religious life."	Replace sentence as indicated.
55	Page 255, second paragraph: "Instead, a Hindu home…" Drop the word "Instead".	Approve edit as written.
56	Page 255, "What You Learned": Delete, "The Aryans introduced Hinduism to India."	
57	Page 264, under "Jainism": Add after Gautama (end of first paragraph), "Jains believe that Mahavira is the 24th Tirthamkara (literally ford-maker) who like his 23 predecessors retold how to cross over from the material and phenomenal world of existence to spiritual liberation."	Add the following sentence in lieu of the suggested edit: "Jains believe that Mahavira is the 24th Tirthamkara (pathfinder) who like his predecessors retold how to

Number	Group's Edit/Correction	Ad Hoc Committee Action
		achieve spiritual liberation."
58	Page 268: current text, "Although he was a Buddhist, Asoka allowed his Hindu subjects to practice their religion. His tolerance was unusual for the time." Replace with, "Although he was a Buddhist, Asoka allowed his Hindu subjects to practice their religion. His tolerance was usual for the time."	Approve edit as written.
59	Page 269: second column, "Ram's enemies have banished him from the kingdom." Replace with, "Ram's stepmother has banished Ram from his kingdom."	Approve edit as written.
60	Page 269, current text, "As in many Indian epics, the couple then lives happily ever after." Delete.	Approve edit as written.
61	Page 270, "Medicine": additional language, "Ayurveda is derived from Sanskrit *ayus*, meaning long and healthy life span, and *veda*, meaning theory and practice. The psychosomatic dimension of ayurveda incorporates significant input from the tradition of yoga. Though principally a pathway to spiritual liberation, yoga as a discipline of breathing and bodily functions finds a place of honor in most medical and healing traditions of India."	Replace with the following: "Ayurveda incorporates significant input from the tradition of yoga. Though principally a pathway to spiritual liberation, yoga as a discipline of breathing and bodily functions finds a place of honor in most medical and healing traditions of India."

Houghton Mifflin/McDougal Littell

Number	Group's Edit/Correction	Ad Hoc Committee Action
62	Page 229: depicts untouchables as the fifth Varna. Remove this.	Approve edit as written. The text at the bottom of p.228 will also have to be edited.
63	Page 229: current text, "As time passed, Indians began to question how the world came into being. These questions led to changes in Brahmanism." Replace with, "As time passed, Indians began to question how the world came	Approve edit as written.

Number	Group's Edit/Correction	Ad Hoc Committee Action
	into being. These questions led to changes in contemporary religious ideas."	
64	Page 230: current text, "For that reason, many Hindus are vegetarians. They will not eat animals." Add after second sentence, "Many other Indians do eat fish, goat, and chicken."	Approve edit as written.
65	Page 230: current text, "Evil deeds cause a person to be reborn as a lower being, such as an insect." Replace with "Deeds (good or evil) cause a person to be reborn in a higher or lower life form."	Approve edit as written. Also delete the previous sentence, which states, "Good deeds allow a person to be reborn as a higher being."
66	Page 236: current text, "The popularity of Buddhism meant that fewer people were worshipping Hindu gods. Early Hinduism had a set of complex sacrifices that only priests could perform. They conducted the rites in Sanskrit, which few people spoke any more. This caused people to feel distant from the gods. Many people turned to Buddhism instead. Rulers who had come under the influence of Buddhism encouraged this shift." Add at a suitable point the following: "As a result of Asoka's patronage, Buddhism attracted the elites to its monastic order. Asoka and the Buddhist rulers that followed him sent missionaries to bring new converts to Buddhism."	Approve edit as written.

Oxford University Press

Note: this publisher has indicated that they have met with the group and are working on implementing some of the suggested edits for its grade 6 program.

Number	Group's Edit/Correction	Ad Hoc Committee Action
67	Page 76, first and second paragraphs: current text, "People from the countryside and highlands who spoke the Indo-Aryan language…" Replace with, "Indians from the countryside…"	Approve edit as written.
68	Page 76, second paragraph: current text, "The	Approve edit as written.

Number	Group's Edit/Correction	Ad Hoc Committee Action
	language and traditions of the Indo-Aryan speakers replaced the old ways of the Harappans…" Replace with "People from elsewhere in India replaced…"	
69	Page 79, third paragraph: "If Ketu even brushed against a Shudra, he had to bathe and purify himself right away." Omit this sentence.	Approve edit as written.
70	Page 81, second paragraph: "The Vedic peoples discriminated against the Dasa, a group of people who spoke a different language that did not sound at all like Sanskrit. The Brahmins sometimes made fun of the Dasa and said that they spoke as if they had no noses. (Pinch your nose and see what you would sound like.) Omit these sentences	Approve edit as written.
71	Page 87, last paragraph: current text, "The monkey king Hanuman loved Rama so much that it is said that he is present every time the Ramayana is told. So look around—see any monkeys?" Delete "The monkey king" from the first sentence, and the entirety of the second sentence.	Approve edit as written.
72	Page 88, first paragraph: "If you had earned bad karma, you might come back as a chicken, a fish, or a pig…. Even a mosquito had a soul." Omit these sentences.	Approve edit as written.
73	Page 155, second paragraph: current text, "Some, like most Nepalis, are Buddhist." 89% of Nepalese are Hindu.	Use Sri Lanka as the example.

Prentice Hall

Number	Group's Edit/Correction	Ad Hoc Committee Action
74	Page 160, "What You Will Learn": current text, "Hinduism evolved from a system of beliefs and practices called Brahmanism." Replace with, "Hinduism evolved from a pluralistic code of conduct centered in Vedas. It developed over <u>a long</u> period <u>of time</u> and even today, it is an evolving system."	Approve edit. Small addition for grammatical clarity underlined.

Number	Group's Edit/Correction	Ad Hoc Committee Action
75	Page 161, Map: replace "Ceylon" with "Sri Lanka".	Approve edit as written.
76	Page 162, Chapter Standards, Section 3: current text, "A group of people known as the Indo-Aryans arrived in the Indus Valley about 1500 B.C. These people developed a social structure called a caste system." Add a sentence informing students that there is a lot of controversy concerning the category of people known as "Indo-Aryans" and their origin. Use BCE, not BC.	Approve edit as written. BC is used in the content standards and *Framework* and should be used for consistency across all programs.
77	Page 163, Timeline: current text, "700 B.C. Northern India is home to 16 Aryan kingdoms." Replace with, "700 BCE Northern India is home to 16 kingdoms."	Historically correct statement should be: "700 BC India is home to 16 major states." Use BC for consistency with standards and the *Framework.*
78	Page 179, second paragraph: current text, "Like most nomads, Indo-Aryans did not create a written language…. The Vedas are poems that tell the story of the Indo-Aryan people and their gods." Replace second sentence with, "The Vedas are poems that record and narrate the story of the people of India and their deities—male and female. Vedas also reveal significant achievements in the fields of mathematics, science, agriculture, and many other disciplines."	Approve edit as written.
79	Page 181, "Main Idea": current text, "The social structure known as the caste system was an important characteristic of Aryan society." Replace with, "The social structure known as the Varna system was an important characteristic of the ancient Indian society."	Add clarifying note "(social class)" when the term Varna is first used.
80	Page 181, second paragraph: current text, "Once their society had merged with the local population, a late hymn of the *Rig Veda* described the four castes." Replace with, "A late hymn of the *Rig Veda* describes the interrelationship and interdependence of the four social classes."	Approve edit as written. Note that this line is actually on page 182.

Number	Group's Edit/Correction	Ad Hoc Committee Action
81	Page 181, "Origins of Caste": "When Indo-Aryans arrived in the Indus River valley, their society already had three social classes: priests, rulers, and common people. They soon added a fourth caste for the native peoples who already lived in the area." Omit these sentences.	Approve edit as written.
82	Page 181, table, "The Caste System": replace table header with, "The Varnas".	Approve edit as written.
83	Page 181, table, last row ("Sudras"): current text, "Native peoples; performed services for members of the three higher castes." Replace with, "Performed services for all classes and did more labor-intensive work."	Approve edit as written.
84	Page 182, first paragraph: "For the first few hundred years after the arrival of the Indo-Aryans in India, the castes had not yet become hereditary. Once their society had merged with the local population, a late hymn of the *Rig Veda* described the four castes." Omit these sentences.	Approve edit as written.
85	Page 182, third paragraph: current text, "At the bottom of the caste system stood the native peoples known as Sudras." Replace with, "At the bottom of the caste system stood the Sudras."	Approve edit as written.
86	Page 182, fourth paragraph: current text, "In modern India, these people are now called Dalits, and treating someone as an untouchable is a crime against the law." Replace with, "In modern India, treating someone as an untouchable is against the law."	Approve edit as written.
87	Page 191, title above illustration: replace "Hindu street shrine," with, "One of the Hindu objects of veneration."	Approve edit as written.
88	Page 197, second paragraph, "Dharma": current text, "For a Hindu, dharma means fulfilling as well as possible the duties that are assigned to one's caste, or position in life." Replace with, "For a Hindu, dharma means (among other things) fulfilling to the extent possible the duties that are assigned to one's caste, or position in	Approve edit as written.

Number	Group's Edit/Correction	Ad Hoc Committee Action
	life."	
89	Page 198, second paragraph: current text, "Hinduism teaches that a person may be reborn as a human being of a higher or lower caste." Replace with, "Hinduism teachers that a person may be reborn as a human being of a higher or lower caste (or another life form) depending upon the quality of one's deeds."	Approve edit as written.

Teachers' Curriculum Institute

Number	Group's Edit/Correction	Ad Hoc Committee Action
90	Page 144, second paragraph: current text, "Around 1500 B.C.E., invaders called Aryans conquered northern India." Replace with, "Around 1500 B.C.E., invaders called Aryans came to northern India."	Publisher is directed to add a clarifying note that the "Aryan invasion theory" has been contradicted by scholarly evidence.
91	Page 144, second paragraph, last sentence: current text, "Hinduism is a blend of the Aryan beliefs and the beliefs of the people they conquered." Replace with, "Hinduism is a blend of the Aryan beliefs and the beliefs of the people living in <u>the</u> <u>Indus-Saraswati</u> civilization."	Approve edit as written. Minor corrections underlined. The text uses, "Indus-Sarasvati civilization" throughout.
92	Page 144, third paragraph, replace current text, "Early Aryan religion…" with "Early Hindu religion…"	Approve edit as written.
93	Page 145, last paragraph: "The caste system is just one example of how Hinduism was woven into the fabric of daily life in India." Delete this part.	Approve edit as written.

Vedic Foundation: Recommended Edits
CRP: Shiva Bajpai, Professor Emeritus, CSU Northridge

This group made numerous allegations of bias and other comments that were not accompanied by specific edits and/or corrections. Many of their comments provided examples of alleged inaccuracies in boldface type, but did not provide a specific suggestion for correction, instead referring readers to a separate "master document" where these topics were discussed in more detail. A number of the concerns raised by the Vedic Foundation were addressed by the specific edits and corrections recommended by the Hindu Education Foundation. In many cases, however, the group called for sections or chapters of the text to be rewritten, which is beyond the scope of the edits and corrections process.

The group also included several comments calling for revisions of dates. In his review of the Vedic Foundation submission, the CRP member stated that, "Their comments on chronology are, however, unacceptable in the present state of our knowledge of ancient India. These should be ignored."

Due to the general lack of suggested edits and corrections, CDE reviewed the Vedic Foundation's document and prepared a list of the comments that consisted of specific edits and corrections that could be addressed by this committee.

It should be noted that the Vedic Foundation submitted comments for three books that are not being considered for adoption in California: Houghton Mifflin *Social Studies – World Cultures and Geography*, Macmillan/McGraw-Hill, *Our World*, and Prentice Hall, *History of Our World*. The Houghton Mifflin sixth grade text is identical to the McDougal Littell text for that grade level, so any edits accepted for the latter book will also apply to the former.

Ballard and Tighe

Number	Group's Edit/Correction	Ad Hoc Committee Action
1	p. 100-101: Instances of "Indus" and "Ganges" are used throughout the text beginning with this page.	Group recommends use of "Sindhu" and "Ganga" throughout. Either usage is acceptable and does not comprise a correction.

Glencoe/McGraw-Hill

Number	Group's Edit/Correction	Ad Hoc Committee Action
2	p. 235: Instance of 'Indus' first appears and is used throughout the text.	See note on Ballard and Tighe, edit #1.

Number	Group's Edit/Correction	Ad Hoc Committee Action
3	p. 237: Instance of 'Ganges' first appears and is used throughout the text.	See note on Ballard and Tighe, edit #1.
4	p. 233: "The Hindu temple of Devi **Jagadambi** in Khajuraho, India." Misspelled - replace with either Jagadamba or Jagadambika.	Approve edit as provided.
5	p. 243: "…the four Vedas – the oldest **writings** of the Hindu religion."	Replace "writings" with "scriptures".
6	p. 254-257: Incorrect use of the term **Brahman** to refer to a Brahmin.	Correct the reference.
7	p. 244: The photograph of a Muslim man offering prayer is wrongly captioned as "A **Brahman** (corrected spelled Brahmin)."	Correct the reference. If the picture indeed depicts a Muslim, replace the illustration with an appropriate picture of a Brahmin.

Holt, Rinehart and Winston

Number	Group's Edit/Correction	Ad Hoc Committee Action
8	p. 141: Instances of 'Ganges' and 'Indus' start on these pages and are used throughout the text.	See note under Ballard and Tighe edit #1 above.
9	p. 145: The statement, "Several major rivers flow out of the Himalayas," should be appended to read, "such as Ganga, Sindhu, Yamuna, and Brahmaputra." The subsequent statement reading, "The valley of one of them…" should be changed to "The valley and fertile plains of these rivers were the locations of India's early civilizations."	Approve edit as provided.
10	p. 146-148: The text under the heading 'India's First Cities' inaccurately describes Harappa and Mohenjo-Daro as 'first' cities. The heading should read, "India's Early Cities."	Approve edit as provided.
11	p. 147: The word 'think' should be replaced with 'currently estimate' in the statement, "From studying these ruins, archaeologists think…" Acknowledge	Approve edit as provided.

Number	Group's Edit/Correction	Ad Hoc Committee Action
	the fact that most of Indus valley civilizations' ruins, including its major cities, remain to be excavated.	
12	p. 148: The statement, "Harappans also developed India's first writing system," should be removed. There is no evidence supporting this claim.	Approve edit as provided.
13	p. 148: "Historians **think** that the Harappans…. but **they aren't sure**. As in Egypt, the people may have worshipped the king as a god." The statements are confusing and inference is invalid. They should be removed.	Approve edit as provided.
14	The introduction to the passage from Bhagwad Gita (p. 172-173) states, "Krishna tells Arjuna how a person **might** find peace…" and asks the students to, **"Try to sum up what each sentence says in your own words."** In comparison, the Sermon on the Mount (p. 390) introduces that, "Jesus taught that people who love God **will** be blessed when they die," and asks the student to **"Note who Jesus says are blessed"** and **"Think about the lesson Jesus is trying to teach."** In the case of Hinduism, the use of **might** introduces uncertainty in the minds of students. Whereas, the presence of **will** in the words of Jesus is affirmative. Furthermore, students can **sum up the teachings of Gita in their own words**, but they are given direct instructions of **what to note and think about Jesus' teachings.** In order to present a balanced and unbiased view of Hinduism to the student, the material should be treated with the same affirmative statements used for Judeo-Christian religions. The sentence could be written as follows: "Lord Krishn explains to Arjun how a soul can find peace and eternal happiness," and "Think about the	Substitute new language as directed. "Krishna" and "Arjuna" are appropriate.

Number	Group's Edit/Correction	Ad Hoc Committee Action
	meaning behind Lord Krishn's advice to Arjun."	
15	p. 162-165: Chandragupt is spelled incorrectly as "Candragupta" in these pages. One instance of "Chandra Gupta" (p. 169) is found.	Ensure consistency in spelling across section.
16	In this section the word **gods** is used in several instances. Furthermore, it describes the **statues of gods**. The word **statue** should be replaced with deity (meaning divinity or God). The discussion on word **gods** is mentioned in Section 6.5.3.	CDE: no page numbers were provided by the group, but see for example the citation for the picture on the top of page 168. Confirm with CRP that "deity" is appropriate. Statements like, "Many individual sculptures are images of important Hindu gods, like the deity of Vishnu above," might be confusing to students without context.

Houghton Mifflin (Grade 6 only)/McDougal Littell

Number	Group's Edit/Correction	Ad Hoc Committee Action
17	Grade 6, p. 218-219: Instances of "Ganges" and "Indus" begin on these pages and are used throughout the text.	See note to Ballard and Tighe edit #1 above.
18	Grade 6, p. 216: "Some researchers have **developed the theory** that sometime about 2000 to 1500 BC, a major river in India called the Saraswati dried up." The teacher's edition states, "For many years, the Saraswati River existed only in myth. Recently, however, scientists **have traced its historic path** and **begun to unlock** the secrets of its decline." The statement in the teacher's edition should replace the student's edition text.	Approve edit as written.
19	Grade 6, p. 229: Under the title '**Aryan Beliefs and Brahmanism**,' "The early religion of the Aryans is now called **Brahmanism**, after the name of the Aryan priests, or **Brahmans**. The Aryans worshipped **many gods**. The	Correct the spelling error throughout.

Number	Group's Edit/Correction	Ad Hoc Committee Action
	Brahmans made **sacrifices** to **those gods** by **offering animals** to a sacred fire. Over time, the ceremonies became more and more **complex**. …The rituals of the **Aryan religion** and many hymns to **their gods** are found in ancient Sanskrit **texts** called the **Vedas**." Spelling errors: The spelling of 'Brahmans' in the text that of 'Brahmana' and in the pyramid figure of caste system. Brahmin is the correct spelling for this *varn*.	
20	Grade 6, p. 231: Internet Activity – "Use the Internet to **learn about Hindu customs** concerning one of **these topics**: the Ganges River, cows, funerals, diet." The book directs the student to learn more about such non-illuminating topics as those listed above. For example, the text could have asked the student to learn about *ahimsa* (non-violence), and how it is practiced in daily life, to discover why Hindus practice vegetarianism, or to learn more about *ayurved*, the ancient and advanced system of medicine which is still the most popular form of medical care in India today.	Existing passage is not inaccurate.
21	Grade 6, p. 229: "Indian society **divides** itself into a **complex structure** of social classes based particularly on jobs. This class structure is called the **caste system**." This sentence, written in the present tense in a textbook describing ancient history, is out of place. It presumes that the caste system is present in India today. According to the Indian Constitution, under the section, Fundamental Rights, the Right to Equality is guaranteed to all citizens, just as the U.S. has enacted Equal Employment Opportunity Laws to prevent discrimination.	Change "divides" to "divided."

Number	Group's Edit/Correction	Ad Hoc Committee Action
22	Grade 7, p. R66: "Hinduism…developed out of the rituals and philosophy set forth in many ancient sacred texts….Many Hindus worship Brahman in the form of **other gods** and divine beings. They **believe** that **these gods can** grant followers wisdom…But, above all, Hindus believe that their faith **can** liberate their souls…Once free, their souls **can** achieve a **heavenlike** state of bliss – the **ultimate goal** of Hinduism." Rewrite this introductory passage as follows, "Hinduism is one of the oldest religions in the world. It developed in India thousands of years ago. The beliefs of Hinduism are based on the teachings of ancient sacred texts such as the Vedas or the Bhagvad Gita. Hindus believe that everything in the world is a power of God and that the many forms of God represent His various powers. This is why Hindus worship God in many forms. Hindus believe that the hope of finding perfect happiness in the world is an illusion and that an individual experiences only temporary happiness in the world. According to Hindu scriptures, the perfect happiness that people are searching for lies only in God. So God realization is the ultimate goal in Hinduism."	Extensive editing would constitute a content change.
23	p. R66: Instance of 'Ganges' river (see section 6.5.1 of the Master Document).	See note under Ballard and Tighe edit #1.
24	p. R66: "They also keep jars of the river's water in their homes to bless the **dead** and the **dying**." This statement has no basis and should be removed. A description of a Hindu festival such as Diwali or worship at a Hindu temple would be a suitable replacement in order to present Hinduism with the same favorable treatment as Judeo-	Delete statement. An alternative description would constitute a content addition.

Number	Group's Edit/Correction	Ad Hoc Committee Action
	Christian religions.	
25	p. R66: "Today, many gurus reach their followers through Internet sites that broadcast their **sermons** and **songs**." Replace with "…broadcast their teachings."	Approve edit as written.
26	p. R67: Rewrite the caption to read, "When Hindus worship God in a female form, they refer to her as Goddess. Shown below is one form of Goddess called Lakshmi."	Approve edit as written.
27	p. R67: Rewrite Symbol description as follows, "The syllable *Om* (or *Aum*) is often recited at the beginning of Hindu prayers. *Om* is the most sacred sound in Hinduism because it is believed to contain all other sounds. The syllable is represented by the symbol shown below."	Approve edit as written.
28	p. R67: Rewrite the Primary source interpretation as follows, "Yet, my dear boy, from a subtle essence which one cannot see, this great fig tree has grown. Have faith, my dear, for that subtle essence is the soul which is a power of God, the Soul of the whole universe. *You* are a soul." Even with a rewrite, it may be difficult for students at this level to understand the science of soul. The passage should be replaced with a passage from the Gita that teaches Hindu beliefs in simple terms.	Revise passage as directed. Replacing with a new passage would constitute a content change.
29	p. R76: Replace "no one founder" with "no founder."	Approve edit as written.
30	p. R76: "The soul never dies but is continually reborn until it becomes enlightened." Replace "enlightened" with "God realized."	Approve edit as written.
31	p. R76: "Persons achieve happiness and enlightenment after they free themselves from their earthly desires." Replace with "Persons achieve perfect happiness only after God realization."	Approve edit as written.

Number	Group's Edit/Correction	Ad Hoc Committee Action
32	p. R76: "Freedom from earthly desires comes from many lifetimes of worship, knowledge, and virtuous acts. Replace with "God realization is achieved through continuous practice of loving and surrendering to God and receiving His Grace upon complete surrender."	Approve edit as written.

Teachers' Curriculum Institute

Number	Group's Edit/Correction	Ad Hoc Committee Action
33	Grade 6, page 121: Instances of "Ganges" and "Indus" appear on the map of the subcontinent and are used throughout the text. Replace "Ganges" with "Ganga" and "Indus" with "Sindhu".	See note to Ballard and Tighe edit #1.
34	Grade 6, page 123: "The first walled towns appeared on the Indian subcontinent in about 2500 B.C.E." Replace "The first" with "ancient" or "early".	Approve edit as written.
35	Grade 6, page 129: "A wide variety of fish live in the river. Fish and shrimp are caught to sell or eat." This statement is irrelevant and out of context. It should be removed.	Approve edit as written.
36	Grade 6, page 131: "India's first settlers lived among the Indus…" Replace "first" with "ancient" or "early".	Approve edit as written.
37	Grade 6, page 133: "You learned that the first settlements…" Replace "first" with "ancient" or "early".	Approve edit as written.
38	p. 144: "Around 1500 BCE, **invaders** called **Aryans conquered** northern India. Some **historians** credit the Aryans with bringing Hinduism to India." p. 144: "Most likely, Hinduism is a **blend of Aryan beliefs** and the **beliefs** of the people they **conquered**. **Early Aryan**	CDE: consult with CRP; text does highlight debate over origins of Hinduism and disagreement among historians.

Number	Group's Edit/Correction	Ad Hoc Committee Action
	religion is called **Vedism**, after the Vedas." Both statements should be deleted from the text.	
39	p. 143: "Hinduism…has affected how people worship, **what jobs they do**,… And it has helped to determine the status of people in Indian society." Remove.	Approve edit as written.
40	p. 143: "Dharma stands for law, obligation, and duty." Replace with "*Dharm* means actions, thoughts and practices that promote happiness in the world and ensure God realization."	CRP confirmed that "dharma" is acceptable. Otherwise, apply the listed correction.
41	p. 143: "One of the most famous Hindu **stories** is the *Ramayana*. The *Ramayana* tells about life in ancient India and **offers models** in dharma." Replace with "…Hindu scriptures is the *Ramayana*. The *Ramayana* describes the divine actions of Bhagwan Ram when he appeared in ancient India. Through His righteous living He set an example of how to live by dharm."	Approve edit as written.
42	p. 143: Paragraph beginning "The **hero** of the *Ramayana*, Rama, lives his whole life by the rules of dharma." Remove.	Approve edit as written.
43	p. 143: "…you'll learn about dharma and the other basic Hindu beliefs: **Brahman**, **multiple gods**, karma, and samsara." Replace with "…Hindu beliefs: Bhagwan, Forms of God, karma and *maya*."	CDE: are Bhagwan and maya explained in the text? If group's edit introduces new terminology without context, this may be confusing for students.
44	p. 144: "The Vedas are a large collection of sacred **songs**, **poems**,…" Replace with "The Vedas are a collection of sacred verses, hymns, prayers, and teachings…"	Approve edit as written.
45	p. 144: Paragraph beginning "Vedic rituals and **sacrifices** honored a **number of gods** associated **with nature**. A **class** of priests…**only** they	CDE: does the removal of this passage limit understanding of this chapter? Consult with CRP.

Number	Group's Edit/Correction	Ad Hoc Committee Action
	knew…became the **dominant class** in India. Later **Vedism** is often called **Brahmanism**." Remove.	
46	p. 144: "Modern day Hinduism is **very complex**. **Many beliefs,** many forms of worship, and **many gods exist** side by side." Remove.	Approve edit as written.
47	p. 146: "*Brahman* is the Hindu name for a supreme **power** or a divine **force**, that is greater than all the **other gods**." Replace with "*Bhagwan* is a word for God in Hinduism."	CDE: consult with CRP as to which is more appropriate term.
48	p. 146: "To Hindus, **only** Brahman exists forever." Inaccurate. Souls and *maya* (cosmic manifestation, material world) are also eternal existences. Remove the word 'only' and replace Brahman with God.	Approve edit as written.
49	p. 146: "Hinduism sees time going **around** in a circle,… The **same events** return…follows winter" Remove.	Approve edit as written.
50	p. 146: "Hindus believe Brahman is …cycle never ends." Replace with "Hindus believe God creates, dissolves, and re-creates the universe in a never-ending cycle. Hindus refer to this cycle of creation and dissolution as *Sanatan*, something that does not have a beginning or an end."	Approve edit as written.
51	p. 146: "According to Hindu belief, everything in the world is a **part** of Brahman…It is a **part** of Brahman…" Replace 'a part' with 'the power' and 'Brahman' with 'God'.	Approve edit as written.
52	p. 146: "Through their own souls, people are **connected** to Brahman. The **other gods and goddesses** in Hinduism…" Replace connected with related and Brahman with God.	Approve edit as written.
53	p. 146: "To **connect** with **their gods**, ancient Hindus…" Replace with "To worship God, ancient…"	Approve edit as written.

Number	Group's Edit/Correction	Ad Hoc Committee Action
54	p. 146: "…show **gods and goddesses** from popular Hindu **stories**." Replace with "…show various forms of God from Hindu scriptures."	Approve edit as written.
55	p. 146: "Modern Hindus continue to visit temples to express their love of the **gods**." Replace with "...visit temples to worship and express their love for God."	Approve edit as written.
56	p. 146: The photograph should be replaced with one of hundreds of beautiful Hindu temples with a caption "Modern Hindus visit temples such as this to worship God."	Approve edit as written.
57	p. 147: The heading "Hindu Beliefs About Multiple Gods". Replace with "Hindu Beliefs About Various Forms of God."	Approve edit as written.
58	p. 147: Paragraph beginning "There are **many gods and goddesses**…quality of Brahman." Replace with "Hindu scriptures describe that God represents the various aspects of His unlimited blissful personality through many forms."	Approve edit as written.
59	p. 148: "Dharma is a very important **idea** in Hinduism." Replace idea with belief.	Approve edit as written.
60	p. 148: "Dharma stands for law, obligation, and duty." Replace with "*Dharm* means actions, thoughts and practices that promote happiness in the world and ensure God realization."	CRP confirmed that "dharma" is acceptable; otherwise change passage as directed.
61	p. 148: "As you have already read, in the Vedas… duties. These duties usually involved a certain type…Each **class**…" Replace with "The Vedas describe four categories of society in four *varnas*. Each category was involved in a certain type… Each category…"	Approve edit as written.
62	p. 148: "Hindus believed…dharma of their class, society would be in harmony." Replace class with *varna*.	Approve edit as written.

Number	Group's Edit/Correction	Ad Hoc Committee Action
63	p. 148: Paragraph beginning "In addition to the dharma of their **class**,…For example, **Hinduism** values…" Replace class with *varna*,... "For example, Hindus value marriage, helping others in need and respecting and caring for their elders." Add to this paragraph "Above all *varna dharm*, Hindus believe in following the most important dharm by lovingly worshipping God in order to achieve their ultimate goal of God realization."	Approve edit as written. CRP confirmed that "dharma" is acceptable.
64	p. 148: "Hindus believe that all life is connected, so part of …people or animals." Replace with "Hindus believe that all life forms have a soul, so Hindus respect all forms of life and avoid doing harm to them."	Approve edit as written.
65	p. 148: Passage beginning "This reverence for life…feed people who were starving." Remove or revise per following: It is stated earlier that Hindus respect all life forms so there is no reason to single out cows. Because of their importance in Indian agricultural life, cows were and continue to be loved as part of the family just as pet dogs are loved in Western society. It does not mean that cows are **sacred**; they are simply loved and respected in India.	CDE: Develop exact language in consultation with CRP.
66	p. 148: "They were used for transportation." Remove. Bulls were used for transportation, not cows.	Approve edit as written.
67	p. 148: "Because cows were viewed…feed people who were starving." Remove.	Overlaps with edit #65 above.
68	p. 148: Remove the picture and caption. It is a random photograph that is not representative of reality. Cows aren't allowed to just help themselves otherwise they would be healthy and not skinny as the cow shown in the picture. To suit the theme, a beautiful picture of Lord Krishn or Lord Ram would be	Approve edit as written.

Number	Group's Edit/Correction	Ad Hoc Committee Action
	much more appropriate.	
69	p. 149: "The **idea** of dharma...Another **idea**, *karma*, explains why living well is important." Replace with "The belief of dharm…Another belief, *karm*, explains the importance of living according to dharm."	CRP confirmed that "karma" and "dharma" are acceptable.
70	p. 149: "From ancient times, Hindus believed that souls had **many lives**." Replace with "Hindus believe that souls have had uncountable lives."	Approve edit as written.
71	p. 149: Replace photograph with one having a temple in the background. This photo is of a mosque.	Replace photo or crop out the mosque in the background.
72	p. 151: "…devote their entire lives to **uniting** with Brahman." Replace "…devote their entire lives to attaining God realization."	Approve edit as written.
73	p. 151: "They use ….to focus on **Brahman**." Replace Brahman with God.	Approve edit as written.
74	p. 151: "Yoga is a type of …slow breathing." Replace with "The word *yog* in Sanskrit language means to join. It means to join the mind in thoughts of God. Reference Master Document, Section 6.5.3 for a description of *yog*.	May be confusing to students. Adding lengthy material from the Master Document would constitute a content change. Consult with CRP whether existing content is inaccurate.
75	p. 151: "They are belief in Brahman,...samsara." Replace with "Bhagwan, Forms of God, karma and *maya*.	CDE: are Bhagwan and maya explained in the text? If group's edit introduces new terminology without context, this may be confusing for students.
76	p. 151: Photo caption – "A member of the Brahmin **caste** reads aloud from the sacred Vedas." Replace with "A ceremonial worship performed according to the Vedas."	Approve edit as written.
77	p. 173: "Sculptures created **statues** out of stone… Many of these **statues** portrayed the Buddha or Hindu **gods**…A temple **statue** of Buddha." Statue is a derogatory word to describe a Hindu deity. Deity means divinity and	CDE: consult with CRP to determine if "statue" should be replaced with "deity" throughout.

Number	Group's Edit/Correction	Ad Hoc Committee Action
	aptly describes the Hindu conception of the representations of divinity.	

ITEM # 6

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2005 AGENDA

SUBJECT	
2006 Science Primary Adoption of Instructional Materials: Appointment of Instructional Materials Advisory Panel Members and Content Review Panel Experts	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve appointment of Instructional Materials Advisory Panel (IMAP) members as listed in Attachment 1, and Content Review Panel (CRP) experts as listed in Attachment 2 as recommended by the Curriculum Development and Supplemental Materials Commission (Curriculum Commission), conditioned on the joint conflict of interest review by the CDE/SBE legal counsel.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

March 10, 2004: The SBE adopted the evaluation criteria for the 2006 Science Primary Adoption.

January 12, 2005: The SBE adopted the 2006 Science Primary Adoption Timeline.

SUMMARY OF KEY ISSUES

Background

In March of 2005, a recruitment letter from State Superintendent of Public Instruction (SSPI), Jack O'Connell was sent to district and county superintendents, curriculum coordinators in science, and other interested individuals and organizations, to recruit science educators to serve as IMAP members and CRP experts. Recruitment letters were also sent to college and university departments of science, and to a number of professional associations related to science. The application forms for the IMAP and CRP have been on the CDE Web site since March 2005.

The CDE received a total of 49 IMAP applications and 18 CRP applications. On September 30, 2005, the Curriculum Commission approved to move forward to the SBE 43 applicants for appointment to the IMAP, conditioned upon legal counsel review of any potential conflicts of interest.

SUMMARY OF KEY ISSUES (Cont.)

In addition, the Curriculum Commission approved to move forward to the SBE 18 applicants for appointment to the CRP, conditioned upon legal counsel review of any potential conflicts of interest.

IMAP/CRP Exceptions
There are two applications for which the Commission recommends a change.

- CRP applicant number 103 is recommended for appointment to the IMAP because the applicant does not have an advanced degree in science. The applicant has accepted the recommended appointment to the IMAP and is being forwarded for SBE approval as IMAP applicant 50.

- IMAP applicant number 15 is recommended for appointment to the CRP because the applicant has an advanced degree in science. The applicant has accepted the recommended appointment to the CRP and is being forwarded for SBE approval as CRP applicant 119.

Profile of Applicants
The role of the IMAP is to review submitted programs to determine their alignment with the content standards and the evaluation criteria adopted by the SBE. The CRP experts serve as advisors in their area of expertise, and confirm that the instructional materials are accurate and based on current and confirmed research.

A majority of the IMAP applicants are classroom teachers, as required by the *California Code of Regulations* (Title 5, Article 2.1, Section 9516), but also include curriculum specialists, program coordinators, and consultants. All of the CRP applicants have an advanced degree in science.

Of the total applications submitted, 14 of the IMAP applicants and 8 of the CRP applicants are male; 35 IMAP applicants and 10 CRP applicants are female. Twenty IMAP applicants and 6 CRP applicants are from northern California; 29 IMAP applicants and 12 CRP applicants are from southern California.

Estimated Number of Panels
Twelve publishers have expressed an interest in participating in the 2006 Science Primary Adoption, though we may have fewer or more actual submissions following the *Invitation to Submit* meeting with publishers on January 10, 2006. Based on this number of publishers, we anticipate needing eight panels of reviewers, each panel staffed with seven-to-nine IMAP members and two CRP experts. To reach this staffing level, we need to recruit 20 additional IMAP members. We also need additional CRP applicants with an expertise in earth science. To continue recruitment, the Curriculum Commission approved an indefinite extension of the application deadline. These applications will be reviewed by the Curriculum Commission at the December 2005 meeting and brought to the SBE for approval in January 2006.

FISCAL ANALYSIS (AS APPROPRIATE)

The original estimated cost for travel, hotel accommodations, and per diem expenses for the 68 IMAP members and 12 CRP members needed for the Science Adoption is $120,040. The final costs may vary depending upon the number of reviewers who actually serve on the IMAP and CRP.

ATTACHMENT(S)

Attachment 1: Instructional Materials Advisory Panel (IMAP) mini biographies (15 Pages)

Attachment 2: Content Review Panel (CRP) mini biographies (9 Pages)

2006 Science Primary Adoption IMAP Applicants Recommended by the Curriculum Commission 9/30/05

Number	Title	Employer
1	Science Dept. Chairperson	La Reina HS

Highest Degree	Region	Gender
M.A. Agriculture, Pennsylvania State University	South	F

Expertise

Grade 8, High (Grades 9-12)
Physics, Biology/Life Sciences, Other Sciences (Genetics, Biotechnology, Botany, Human Systems, Molecular Biology; In Physical Science: Energy, Mechanics, Kinetic Theory, Optics, etc.)

Summary

The candidate teaches science and is also the head of the science department at La Reina High School (grades 7-12), a private catholic girls school. As Department Chair, she has used the Science Framework and content standards to evaluate new textbooks, technology, and audiovisuals. Over the last twenty years, she has taught physics, biology, advanced placement biology, and physical science. The candidate served as a Science Instructional Materials Evaluation Panel (IMEP) member in 1992, and was appointed to an Instructional Resource Education Panel (IREP) in 1993-94. She has an M.A. degree in Agriculture and a B.Sc. degree (Botany-major, Zoology and Geology-minor).

Number	Title	Employer
2	Teacher	Ontario-Montclair SD

Highest Degree	Region	Gender
B.A. Math, LaVerne College	South	F

Expertise

Primary (K-3)
Physics, Chemistry, Earth Sciences

Summary

The candidate currently teaches a combination kindergarten-first grade class. She has participated in the Ontario-Montclair SD science curriculum committee for the last ten years and has been a district science trainer. In 2001, she was the district representative to the National Science Resource Center Leadership and Assistance for Science Education Reform at the Smithsonian Institute, a writer on the NASA Learning Center Plan in 2002, and received the Stellar Teacher Award for incorporating Science and Literature from the State Senate and Ontario Chamber of Commerce in 2003. She was an Intern Academy Trainer for MSAT-Science (2000) and CSAT-Science (2003). She has a B.A. degree in Math.

Number	Title	Employer
3	Teacher	Newhall SD

Highest Degree	Region	Gender
B.A. General Education, CSU Northridge	South	F

Expertise

Primary (K-3), Grade 4

Summary

The candidate is currently a 4th grade teacher and teaches science to half of the 4th grade students. She served as the District's science curriculum expert to develop a district-wide standards-based science program. She participated in the State Standards Advisement Committee, was an IMAP member for the 2000 Science Adoption, and is currently a member of the STAR Content Review Panel team developing and reviewing the STAR science test. She has a B.A. degree in General Education.

2006 Science Primary Adoption IMAP Applicants Recommended by the Curriculum Commission 9/30/05

Number	Title	Employer
4	Teacher	LAUSD

Highest Degree	Region	Gender
B.A. Political Science, Loyola Marymount University	South	F

Expertise
Primary (K-3), Grade 4, Grade 5

Summary
The candidate is a first grade teacher, an instructor for new teachers in Science methodologies, and a member of the Star Science Content Review Panel since 2002. She is very familiar with the Science Standards and Framework, using it in her teaching practices, methodology courses she teaches, and when reviewing questions for the Science CST. She has a B.A. degree in Political Science and will be pursuing a master's degree in Science Education (beginning Fall semester 2005).

Number	Title	Employer
5	Science Dept. Chair/Teacher	Palm Springs USD

Highest Degree	Region	Gender
M.S. Medical Technology, CSU Dominguez Hills	South	M

Expertise
Grades 6-7
Biology/Life Sciences

Summary
The candidate has taught 7th grade life science for ten years. He has served on the District's textbook selection committee for the middle schools and is the facilitator for the District's secondary Science leads, a group of teachers who meet to discuss the District's Power Standards and their correlation with the State's Science Standards. He is a State licensed Clinical Laboratory Scientist, a licensed Medical Technologist (American Society of Medical Technologists), and holds a Specialist Certificate in Clinical Chemistry (American Society for Clinical Pathology). He has a B.S. degree in Microbiology, an M.S. degree in Medical Technology and a Single Subject Biology Teaching Credential.

Number	Title	Employer
6	Teacher	Retired

Highest Degree	Region	Gender
B.M.E. City College of NY	North	M

Expertise
Grade 4
Physics, Chemistry, Biology/Life Sciences, Earth Sciences, Other Sciences (Aviation)

Summary
The candidate retired in 2004 after 20 years of teaching hands-on science in kindergarten through grade 5. Prior to that, he was a flight engineer for Pan American Airlines for thirty-nine years. He has a B.M.E. degree from City College of New York.

2006 Science Primary Adoption IMAP Applicants Recommended by the Curriculum Commission 9/30/05

Number	Title	Employer
7	Teacher	Merced City SD

Highest Degree	Region	Gender
B.A. History, University of the Pacific	North	M

Expertise

Grades 6-7, Grade 8
Physics, Chemistry, Biology/Life Sciences, Earth Sciences, Other Sciences (Astronomy, Archeology)

Summary

The candidate is an 8th grade science teacher. As a member of the Merced City School District Committee on Science scope and sequence, he prepared curriculum maps for the district that were adopted by the 7th and 8th grades district-wide. He was lead instructor for four summer sessions at the Challenger Learning Center and head designer of displays for the Space and Technology Center (Summer 2002). He has a B.A. degree in History and a Life Science Credential.

Number	Title	Employer
8	Teacher (retired 6/17/05)	Fullerton SD

Highest Degree	Region	Gender
M.S. Instruction and Curriculum, CSU Fullerton	South	F

Expertise

Primary (K-3), Grade 4, Grade 5

Summary

The candidate is a fourth grade teacher, a science mentor, and district science chair. She has correlated district science curriculum and developed a district science curriculum guide aligning content to science standards. She has a B.S. degree in American Studies and an M.S. in Instruction and Curriculum.

Number	Title	Employer
11	Teacher	Vallejo City USD

Highest Degree	Region	Gender
B.A. Liberal Studies, UC Santa Barbara	North	F

Expertise

Grades 6-7, Grade 8
Biology/Life Sciences, Earth Sciences

Summary

The candidate has taught 7th grade Science for the last eight years and has taught the Science Content Standards for over five years. She helped select the district's current science textbooks and has helped new teachers implement instructional materials in accordance with the state standards. She has an A.S. in Nursing, a B.A. in Liberal Studies, and holds a credential with a Science Supplementary Authorization.

2006 Science Primary Adoption IMAP Applicants Recommended by the Curriculum Commission 9/30/05

Number	Title	Employer
12	Research Lab Tech	University of Southern California

Highest Degree	Region	Gender
M.S. Environmental Science, CSU Dominguez Hills	South	M

Expertise

Grade 8, High (9-12)
Physics, Chemistry

Summary

The candidate is a former Curriculum Commissioner and was a member of the Math and Science Subject Matter Committees. As Science Chair, he supervised the 2000 Science Adoption including the development of the current Science Framework. He was a teacher for over 30 years. As a chemistry teacher, he helped to write, review, and edit the High School Chemistry Standards. He has a B.S. degree in Chemistry, an M.S. degree in Environmental Science, and holds credentials in Chemistry and Physical Science.

Number	Title	Employer
13	Elementary Teacher	Fresno USD

Highest Degree	Region	Gender
M.A. Education, Pacific College	North	M

Expertise

Grade 4, Grade 5, Grades 6-7
Chemistry, Biology/Life Sciences

Summary

The candidate currently teaches sixth grade. He has been a science teacher for grades two through six for thirty-three years. He was a member of an IMAP for a Science adoption ten years ago. He has a B.S. degree in Biology and an M.A. degree in Education.

Number	Title	Employer
14	Teacher - 8th Grade	Big Oak Flat - Groveland USD

Highest Degree	Region	Gender
B.A. Sacramento State College	North	F

Expertise

Grade 4, Grade 5, Grades 6-7, Grade 8
Physics, Biology/Life Sciences, Earth Sciences, Other Sciences (Environmental)

Summary

The candidate has been a teacher for thirty-seven years in grades pre-K through eighth. She currently teaches a self-contained seventh-eighth grade classroom and teaches science for all the eighth and seventh grades. She has been a staff developer for the K-12 Alliance for seventeen years and as a member has presented science content (earth, environmental, life, physical, and chemistry) to institute participants, facilitating sessions in the implementation and assessment of the standards. She has served as a teacher-project leader and content cadre presenter of earth, life, and physical sciences with the Delta-Sierra Science Project. She was an IMAP member for the 2000 Science Adoption. She has a B.A. degree and over ninety post-graduate units, predominately in science and math.

2006 Science Primary Adoption IMAP Applicants Recommended by the Curriculum Commission 9/30/05

Number	Title	Employer
16	Education Consultant	EdExcellence Consulting, Inc

Highest Degree	Region	Gender
Ed.D. Education Technology, Pepperdine University	South	F

Expertise

Primary (K-3), Grade 4, Grade 5, Grades 6-7, Grade 8
Biology/Life Sciences, Other Sciences (Marine Science)

Summary

The candidate is an educational consultant providing professional development to elementary teachers in the area of science pedagogy and content development for LAUSD and curriculum development and design for mid-sized and large school districts in the areas of elementary and high school science and mathematics. As writer for LAUSD's "Elementary Science Instructional Guide," she is familiar with currently adopted instructional programs and has completed an analysis of the alignment of these materials to the goals of the Framework and the Standards. The candidate was an Education Consultant with the CDE Curriculum Frameworks and Instructional Resources Unit serving as a teacher-advisor for the development of the California Science Content Standards, a contributor to the California Science Framework, and member of the California Assessment Review Panel for Science. She also facilitated a group of IMAP members during the 2002 Reading/Language Arts Adoption. She has an Ed.D. degree in Educational Technology and an M.S. degree in Education.

Number	Title	Employer
17	Teacher	Vallejo City USD

Highest Degree	Region	Gender
B.A. Mass Communications, CSU Hayward	South	M

Expertise

Grade 4, Grade 5

Summary

The candidate teaches a 4th/5th grade looping GATE class. He helped develop science curriculum in a joint project between the Lawrence Berkeley Laboratory and the Vallejo School District. As a member of the North Bay Science Project, he studied physical and life sciences and last year studied earth science with the BEST Project. He has a B.A. degree in Mass Communications.

Number	Title	Employer
18	Teacher	San Francisco Friends School

Highest Degree	Region	Gender
M.S. Education, Wheelock College	North	F

Expertise

Primary (K-3), Grade 4, Grade 5
Physics, Chemistry, Biology/Life Sciences, Earth Sciences

Summary

The candidate is second grade teacher, science coordinator at her school, and an adjunct professor of science curriculum and instruction. She has been a member of the STAR Science Content Review Panel since 2002, helping to develop the 5th grade test. She has B.S. and M.S. degrees in Education.

2006 Science Primary Adoption IMAP Applicants Recommended by the Curriculum Commission 9/30/05

Number	Title	Employer
19	Teacher	Rosedale SD

Highest Degree	Region	Gender
M.A. Education - Curriculum and Instruction, CSU Bakersfield	South	F

Expertise
Grade 4, Grade 5, Grades 6-7

Summary
The candidate is a 3rd grade teacher. She facilitated a district science committee which aligned adopted science curriculum and science standards into a curriculum guide, developed and provided in-service to district teachers and administrators on science standards maps for grades K-5, provided in-service on supplemental science material/publications, and planned and equipped two science labs with hands-on materials. She has a B.A. degree and an M.S. degree in Education-Curriculum and Instruction.

Number	Title	Employer
20	Teacher (multi-subject)	Lomita School, LAUSD

Highest Degree	Region	Gender
J.D. Law, Loyola Law School	South	M

Expertise
Grade 4, Grade 5
Physics, Chemistry, Biology/Life Sciences, Earth Sciences

Summary
The candidate has been a 4th/5th grade multi-subject teacher for the last three years. Prior to that, he taught science in 4th through 8th grades for ten years. He has served as Science Lead Teacher and now Science Coordinator for his school and provides professional development to his fellow 4th and 5th grade teachers as well as to teachers in neighboring districts. He helped to develop his district's "Science Instructional Guide" and reviewed items for use in the LAUSD's "Periodic Assessment in Science." He has a B.A. degree in Philosophy, a J.D. in Law, and is working on an M.S. degree in Science Education.

Number	Title	Employer
21	Trustee Elk Grove USD	

Highest Degree	Region	Gender
M.A. Education - Curriculum and Instruction, CSU Sacramento	North	F

Expertise
Grades 6-7, Grade 8
Biology/Life Sciences, Other Sciences (Environmental Science/Ecology)

Summary
The candidate is currently a school board member for a large school district and a member of the district curriculum committee. She has taught middle and high school science and math and served on a curriculum development committee through California Waste Management to integrate science standards into energy conservation at elementary schools. She also serves on the board of the Stone Lake Wildlife Refuge and chairs its environmental education committee. She was an IMAP member for the 2000 Science Adoption. She has a B.S. degree in Biological Sciences, an M.S. in Education-Curriculum and Instruction, and a year of graduate study in Environmental Education.

2006 Science Primary Adoption IMAP Applicants Recommended by the Curriculum Commission 9/30/05

Number	Title	Employer
22	Waste Management Specialist	State of CA, CIWMB

Highest Degree	Region	Gender
B.A. English, CSU Chico	North	F

Expertise

Grade 4
Other Sciences (Environmental Education - Natural Resources Management)

Summary

The candidate has worked for the California Integrated Waste Management Board as an Integrated Waste Management Specialist for the last seven years. She works in the Office of Education and the Environment providing environmental curriculum and waste management expertise to teachers throughout California. She reviewed the Board's "Closing the Loop" curriculum, mapping it to the California Science Standards. During the 1980s, she taught high school English and 4th grade. She has a B.A. degree in English.

Number	Title	Employer
23	Teacher - 3rd/4th grades	I.C.C. Community School

Highest Degree	Region	Gender
M.S. University of Mysore, Mysore, India	South	F

Expertise

Primary (K-3), Grade 4, Grade 5, Grades 6-7, Grade 8
Biology/Life Sciences, Other Sciences (Cell Biology)

Summary

The candidate currently teaches 3rd and 4th grade at a private school and has been a science teacher for fifteen years, including 5th and 8th grade science classes. She has a B.S. degree and an M.S. degree in Zoology.

Number	Title	Employer
24	Elementary Science Specialist	Livermore Valley JUSD

Highest Degree	Region	Gender
M.S. Atmospheric Science, State University of NY, Albany	North	F

Expertise

Primary (K-3), Grade 4, Grade 5, High (Grades 9-12)
Physics, Earth Sciences

Summary

The candidate is an Elementary Science Specialist teaching grades 2-5 and has taught either science or math at all grade levels (1-12). She has worked on a committee to revise the District's Elementary Science Specialist Program to implement the State Science Content Standards at each grade level, 1-5. This summer, she worked on a committee to update materials for Elementary Science Specialist Program in the District and to train new science specialists. She has a B.S. degree in Earth Science and Math Education and an M.S. degree in Atmospheric Science.

2006 Science Primary Adoption IMAP Applicants Recommended by the Curriculum Commission 9/30/05

Number	Title	Employer
26	Elementary Science Specialist	Livermore Valley JUSD

Highest Degree	Region	Gender
B.S. Biology, Cal Poly, San Luis Obispo	North	F

Expertise

Primary (K-3), Grade 4, Grade 5
Biology/Life Sciences

Summary

The candidate is an Elementary Science Specialist in a classroom/lab for grades 1-5. As an Elementary Specialist for 13 years, she has been involved in two textbook adoptions at the district level. She has also helped to develop the science curriculum (reading, building of concepts, vocabulary development, hands on activities) to support the Standards and the Framework for the collaborative team of specialists and classroom teachers at each site. She has a B.S. degree in Biology and a Credential in Life Science.

Number	Title	Employer
27	Graduate Researcher	Stanford University

Highest Degree	Region	Gender
M.Ed. Secondary Science Instruction, George Washington University	North	M

Expertise

High (Grades 9-12)
Physics, Chemistry

Summary

The candidate is a physics graduate student at Stanford working this past year as a teacher's assistant for two introductory physics courses. He has served on three different panels for the American Board for the Certification of Teacher Excellence, setting the policy descriptors and standards for general science and pedagogy certification tests. This process involved assessing the difficulty of tests items as measured by pre-defined science content standards. Previous experience includes teaching high school physics and chemistry. He has an A.B. degree in Physics and Philosophy, an M.Ed. in Secondary Science Instruction, and is currently a Ph.D. candidate in Physics.

Number	Title	Employer
28	Teacher	LAUSD

Highest Degree	Region	Gender
M.S. Education	South	F

Expertise

Primary (K-3), Grade 4, Grade 5

Summary

The candidate has taught for twelve years and is third grade teacher in a self-contained classroom at a Math, Science, Technology Magnet Center. She presents the 3rd grade curriculum with an emphasis on standards based math and science. In 2002, she received the Presidential Award for Excellence Math and Science Teaching at both the state and national level. She served as an IMAP for the 1999 Reading/Language Arts Adoption. She also serves as a Master Teacher, guiding student teachers as they develop skills in presenting standards-based science instruction. She has a B.A. degree in History and an M.S. degree in Education.

2006 Science Primary Adoption IMAP Applicants Recommended by the Curriculum Commission 9/30/05

Number	Title	Employer
29	Teacher/Science Dept. Chair	Ceres USD

Highest Degree	Region	Gender
B.S. Biological Science	North	F

Expertise

Grades 6-7, Grade 8
Physics, Chemistry, Biology/Life Sciences, Earth Sciences, Other Sciences (Geography)

Summary

The candidate currently teaches 8th grade science and 7th and 8th grade environmental science. As site department chair for the majority of the past ten years, she has led her department through curricular alignment to both the State Science Framework and Content Standards. She was a participant, project leader, and consultant in her regional State Science Project; was a writer and field tester for the curriculum writing project, Delta Studies, developing a comprehensive K-12 curriculum; and served as a facilitator for science in her county's Vertical Teaming Project, working with middle and high school teachers to adjust their programs to meet the State Science Standards.

Number	Title	Employer
30	Interventions Coordinator	North Monterey County USD

Highest Degree	Region	Gender
B.S. State University of NY	North	F

Expertise

Primary (K-3), Grade 4, Grade 5
Biology/Life Sciences, Other Sciences (Marine, Environmental)

Summary

The candidate is the Title I Coordinator for her K-6 school and has been a teacher for 23 years. She served as an IMAP in the 2000 Science Adoption and co-chaired the North Monterey County USD Science Adoption Committee for the 2000-01 district-wide adoption and has participated in many science projects including: Return of the Native Watershed Native Plant Restoration in Monterey County (R.O. N.), Monterey Bay Aquarium Institute, Science Grasp with Upjohn Pharmaceutical of Michigan, Language and Science Education in Rural Schools (L.A.S.E.R.S.), etc. She has a B.S. degree.

Number	Title	Employer
31	Specialist, Elementary Science	LAUSD - Local District 1

Highest Degree	Region	Gender
M.S. Education, University of NY, Albany	South	F

Expertise

Primary (K-3), Grade 4, Grade 5

Summary

The candidate is an Elementary Science Specialist assisting teachers with the implementation of district initiatives in elementary science, emphasizing standards-based content, materials, instructional strategies, assessment, and the increased use of inquiry. She has evaluated the alignment of assessment item content with grade level standards for both the LAUSD Literacy Program and Science Periodic Assessment for grades 4 and 5. She has a B.A. degree and an M.S. degree in Education.

2006 Science Primary Adoption IMAP Applicants Recommended by the Curriculum Commission 9/30/05

Number	Title	Employer
32	Teacher - 4th grade	Irvine Unified Schools

Highest Degree	Region	Gender
M.A. Education, Pepperdine	South	F

Expertise

Grade 4, Grade 5, Grades 6-7, Grade 8
Chemistry, Biology/Life Sciences, Earth Sciences

Summary

The candidate has 23 years of teaching experience. She has been teaching 4th grade for the past four years, but this year she will be a Science Specialist Teacher and will teach science to 4th-6th grade students. She trains teachers in the use of science instructional materials. She is also a Science Methods teacher at UC Irvine, teaching intern teachers how to use the Framework and Standards to develop, teach, and assess science lessons. She has earned her National Board Certification in Early Adolescence Science and holds a B.A. degree in Social Ecology and an M.A. degree in Education.

Number	Title	Employer
33	Elementary Science Specialist	Livermore Valley JUSD

Highest Degree	Region	Gender
B.A. Zoology, UC Berkeley	North	M

Expertise

Primary (K-3), Grade 4, Grade 5, Grades 6-7, High (Grades 9-12)
Biology/Life Sciences

Summary

The candidate has over 31 years of teaching experience and is currently a Science Specialist at the elementary school level teaching life, earth, and physical science to first through fifth grades. This past summer he helped to update the science curriculum to align with the California Content Standards. He has a B.A. degree in Zoology.

Number	Title	Employer
34	Science Teacher Advisor	LAUSD

Highest Degree	Region	Gender
B.A. Psychology, CSU Northridge	South	F

Expertise

Primary (K-3), Grade 4, Grade 5
Biology/Life Sciences, Earth Sciences

Summary

The candidate is a Science Teacher Advisor whose responsibilities are to plan and implement the standards-based science curriculum and her District's Science Plan. She has trained teachers in the Instructional Guides for 4th and 5th grade and an extensive 4th grade Immersion Unit. For the primary grades the training included her own compilation of standards-based materials and the FOSS Curriculum. She has a B.A. degree in Psychology and is a candidate for a Master's Degree in Education Administration.

2006 Science Primary Adoption IMAP Applicants Recommended by the Curriculum Commission 9/30/05

Number	Title	Employer
35	Math/Science/Technology Integration Coach	LAUSD

Highest Degree	Region	Gender
B.S. Education minor Chemistry, Pepperdine University	South	M

Expertise

Grade 5, Grades 6-7, Grade 8
Chemistry, Biology/Life Sciences, Earth Sciences

Summary

The candidate has taught middle school science for fifteen years and is currently a Math/Science/Technology Lead Coach for LAUSD. As a teacher coach he is involved in the review of, and teacher training in, the use of technology and other science instructional materials to address divergent educational populations to deliver standards-based science content. He served as a member of the 1998 California Academic Standards Sub-Commission providing life and earth science content for the California Science Content Standards; was a member of the 1999-2000 California Science Framework and Criteria Commission, co-authoring the middle-school component of the Framework; and served as an IMAP for the 2000 Science Adoption. He has a B.S. degree in Education with a minor in Chemistry.

Number	Title	Employer
36	Middle School Science Teacher	Van Avery Prep School

Highest Degree	Region	Gender
B.S. Biology, California State Polytechnic University, Pomona	South	F

Expertise

Grades 6-7, Grade 8
Chemistry, Biology/Life Sciences, Earth Sciences

Summary

The candidate currently teaches middle school students science and computer curriculum. She has chaired the committee to review and adopt new science textbooks for her school, kindergarten through grade eight. She has trained teachers on the use of the adopted materials in the classroom. She has a B.S. degree in Biology, a B.S. degree in Education, and is pursuing both an M.A. degree in Educational Psychology and a Single Subject Credential in Biological Sciences.

Number	Title	Employer
37	Assistant Professor	Sonoma State University

Highest Degree	Region	Gender
Ph.D., Curriculum, Instruction and Educational Policy, Michigan State University	North	F

Expertise

Primary (K-3), Grade 4, Grade 5, Grades 6-7, Grade 8
Biology/Life Sciences

Summary

The candidate is a university professor in elementary education, assisting pre-service and in-service teachers with their understanding of the Science Content Standards. Each semester she teaches courses using the California Content Standards as the foundation. Her area of expertise is elementary and middle school science education including: science methods instructor for ten years, public school teaching in elementary and middle school, science department chair, and science mentor teacher. Ten years ago, she served on a Science Materials Selection Committee. She has a B.S. degree in Kinesiology, a Ph.D. in Science Education, and holds a Credential with Science Supplement.

2006 Science Primary Adoption IMAP Applicants Recommended by the Curriculum Commission 9/30/05

Number	Title	Employer
38	Teacher	Lamont SD

Highest Degree	Region	Gender
B.S. Business Administration, CSU Bakersfield	South	F

Expertise
Grade 5

Summary
The candidate currently teaches a fifth grade GATE/FAST class. She has served on the Curriculum Committee for her district. She holds a B.S. degree in Business Administration.

Number	Title	Employer
39	RSP Teacher	Hesperia USD

Highest Degree	Region	Gender
M.A. Administrative Credential - US International University	South	F

Expertise
Primary (K-3), Grade 4, Grade 5, Grades 6-7
Biology/Life Sciences, Earth Sciences

Summary
The candidate is an RSP teacher assisting small groups of students with science assignments and activities. She was a special education teacher for 30 years. She served as an IMAP for the 2004 Health and 2005 History-Social Science Adoptions. She has taught Psychology at Victor Valley College for fifteen years and California Baptist College for five years. She also teaches classes in teacher education at UC Riverside, Chapman University, and UCLA. She has a B.A. Life Teaching Credential, Special Education, Learning Handicapped, and Pupil Personnel Credentials; Resource Specialist Certificate; and an M.A. Administrative Credential.

Number	Title	Employer
40	Primary Teacher Science Coordinator	San Diego City Schools

Highest Degree	Region	Gender
B.A. Psychology, San Diego State University	South	M

Expertise
Primary (K-3), Grade 4, Grade 5

Summary
The candidate is an elementary school teacher with 15 years experience, teaching primarily 2nd grade, though he has also taught grades 3-5. For the last four years, he has been a 2nd grade classroom teacher coordinating the science program at his school, delivering hands on staff development, and planning and implementing goals for the improvement of the teaching of science. He has been the Science Coach for his school for the past four years. He is a member of the team of science coaches trained under several National Science Foundation grants for the development of science teaching. For the last year, he was a member of a select group of district elementary science teachers and science administrators working with the Reuben Space Fleet Museum Inquiry Program, learning about, and developing curriculum for science. He has a B.A. degree in Psychology.

2006 Science Primary Adoption IMAP Applicants Recommended by the Curriculum Commission 9/30/05

Number	Title	Employer
41	Teacher	Moorpark USD

Highest Degree	Region	Gender
M.A. Educational Administration and Leadership, CSU Northridge	South	F

Expertise

Grade 3, Grade 4, Grade 5
Physical Chemistry, Biology/Life Sciences, Earth Sciences

Summary

The candidate has taught for fourteen and is currently a 5th grade teacher. She is also a lead science teacher for her school and her district. She has worked with other teachers to understand and implement the State Science Standards as well as planning and implementing a cohesive science program at her school. She served as an IMAP member for the 2000 Science Adoption. She has a B.A. degree in Developmental Psychology and an M.A. degree in Educational Administration.

Number	Title	Employer
43	Resource Teacher	San Diego City Schools

Highest Degree	Region	Gender
B.S. Computer Science, CSU Sacramento	South	F

Expertise

Grades 6-7, Grade 8

Summary

The candidate just became a resource teacher; previously she taught 7th and 8th grade science. She has been on adoption committees requiring data collection and systematic review for both San Diego City Schools and San Juan Unified School District. She has a degree in Computer Science and worked twenty years in the computer industry. She has a B.S. degree in Software Engineering and is credentialed in Mathematics, Computer Concepts and Applications, and Introductory Science.

Number	Title	Employer
45	Education Director	Calif. Forest Products Commission

Highest Degree	Region	Gender
B.S. Social Science, CSU Sacramento	North	F

Expertise

High (Grades 9-12) - Social Science
Biology/Life Sciences, Other Sciences (Forestry Education - All grades)

Summary

The candidate is Education Director for the California Forest Products Commission. She administers and delivers environmental education programs and resources statewide with a forestry emphasis including classroom presentations, resources, field trips, and interaction with state agencies and other education programs. She has completed an analysis of the program's alignment with the Standards and has designed standards-aligned resources and lesson plans. She participated in the technical working groups for the AB1548 Environmental Education Principles and is on the advisory panels and resource review committees for both the California Foundation for Ag in the Classroom and Project Learning Tree. She has a B.S. degree in Social Science.

2006 Science Primary Adoption IMAP Applicants Recommended by the Curriculum Commission 9/30/05

Number	Title	Employer
46	Science Program Specialist	Bakersfield City SD

Highest Degree	Region	Gender
B.A. Liberal Arts, CSU Bakersfield	South	F

Expertise

Primary (K-3), Grade 4, Grade 5, Grades 6-7
Earth Sciences

Summary

The candidate has been the Science Program Specialist for the Bakersfield City School District for four years. Prior to her current position, she taught science for ten years in grades K-6. She has taught the science standards to teachers in the CSET Science preparation class for Multiple Subject Credential. She has a B.A. degree in Liberal Studies and has a Multiple Subject Credential with a Science Supplement.

Number	Title	Employer
48	Teacher/Science Lead Teacher	LAUSD District 8

Highest Degree	Region	Gender
M.A. Education, CSU Dominguez Hills	South	F

Expertise

Primary (K-3), Grade 4, Grade 5
Biology/Life Sciences, Earth Sciences

Summary

The candidate is a Science Lead Teacher and currently teaches all of the science for the 5th grade program at her school. She has taught science at the elementary level for five years. She served as an IMAP for the 2005 History-Social Science Adoption. She has a B.S. degree in Psychology and an M.A. degree in Education-Teaching Curriculum.

Number	Title	Employer
49	Long Term Substitute	Millville Elementary

Highest Degree	Region	Gender
M. A. Teaching	North	F

Expertise

Primary (K-3), Grade 4, Grade 6-7, Grade 8
Biology/Life Sciences

Summary

The candidate is currently a long-term substitute teacher. She teaches Pre-Algebra, Language Arts grade eight, and Science and PE grades six, seven, and eight. During her eight years of teaching, she has implemented the state-adopted science programs at many levels, grades two through four and grades six through eight. She served as an IMAP member for the 2000 Science Adoption. She has a B.S. degree in Biology and an M.A. degree in Teaching.

2006 Science Primary Adoption IMAP Applicants Recommended by the Curriculum Commission 9/30/05

Number	Title	Employer
50	Science Expert	LAUSD

Highest Degree	Region	Gender
M.A. Ed. Psychology, Early Childhood Education and Technology	South	F

Expertise

Expertise: Secondary Science Expert - Earth Science, Physics, Biology, Chemistry

Summary

The candidate is a Science Expert for the Los Angeles Unified School District, responsible for providing instructional support for secondary science teachers, in-service, and professional development. She has written instructional material and assessments for secondary students in science and has been trained for the California STAR item writing in science. She has twenty years of classroom experience and prior experience in the aerospace industry and working for Chevron Oil Company. She has worked at the university level in science education and is currently completing an Ed.D. in Science Education from the University of Phoenix. She has an M.A.Ed. in Psychology, Early Childhood Education and Technology from Pepperdine University, and a B.S. degree in General Chemistry with a minor in Mathematics from the University of California, Los Angeles.

2006 Science Primary Adoption CRP Applicants Recommended by the Curriculum Commission 9/30/05

Number	Title	Employer
101	Research Associate, USC; Freelance education work	Mostly Retired

Highest Degree	Region	Gender
Ph.D Geophysics, USC	North	F

Expertise

Expertise: Earth Science/Geophysics, Geology, Environmental Geology

Teaching: College - Geology, Environmental Geology; taught 7th Grade through beginning Graduate School

Summary

The candidate is semi-retired but is a part-time Research Associate at the University of Southern California doing research in paleomagnetism and environmental magnetism. She is also an education consultant working part-time on projects involving school improvement and science and mathematics standards, testing, and curriculum. She has taught a variety of math and science classes in grades 7 through beginning graduate school. She was involved in drafting the California Science Standards and reviewed all drafts of the document for the Standards Commission. She did fact checking on the Science Framework and has reviewed standards-aligned test items for the STAR program. She recently reviewed science standards in earth science from every state that has science standards (which is all but Iowa). She has a Ph.D. in Geophysics from the University of Southern California.

Number	Title	Employer
102	Professor and Curator	UC Berkeley

Highest Degree	Region	Gender
Ph.D. Biology, Yale	North	M

Expertise

Expertise: Biology - particularly zoology, evolutionary biology, some botany, some ecology, paleontology; History of Science - particularly biology, paleontology, geology; Earth Sciences

Teaching: 6th Grade - General Science; 7th Grade - Life Science; HS - Biology; UC Berkeley - Biology, Paleontology

Summary

The candidate is a professor in the Department of Integrative Biology at UC Berkeley, teaching courses in Evolutionary Biology, Paleobiology, Evolution of the Vertebrates, Evolutionary Theory, and History of Biology. His research is in the origin and evolution of major evolutionary features. He is curator in the Museum of Paleontology and President of the National Center for Science Education. He has taught science in grades 6 through graduate school, including 25 years at UC Berkeley. He is a recognized leader in the field of Paleontology and Evolutionary Biology. He was involved in the construction of the current Science Standards, was a principal writer and editor of the 1990 Science Framework, and has served on three science adoption panels. He is the author of several hundred articles on science and science education and has served as a reviewer and member of the editorial board for a variety of national and international scientific societies and journals. He has a Ph.D. in Biology from Yale University.

2006 Science Primary Adoption CRP Applicants Recommended by the Curriculum Commission 9/30/05

Number	Title	Employer
104	Adjunct Professor	Retired

Highest Degree	Region	Gender
Ph.D. Chemistry, UCLA	North	F

Expertise

Expertise: Chemistry

Teaching: University

Summary

The candidate taught Chemistry at the University of California at Davis (UCD) from 1965-1995. After retiring in 1995, she continued to teach a course in Organic Chemistry until 2000. She has published over 35 papers on organosulfur, organophosphorous, mechanistic organic and pharmaceutical chemistry, coauthored an audiovisual series used in beginning chemistry courses at UCD, and published a Laboratory Manual, "Experiments for a Brief Course in Organic Chemistry," used by the UCD Department of Chemistry for sixteen years. She has also participated in the Chemical Education Division of the American Chemical Society. She has a Ph.D. in Chemistry from the University of California at Los Angeles.

Number	Title	Employer
105	Research Compliance Officer	VA San Diego Healthcare System

Highest Degree	Region	Gender
Ph.D. Pharmacological and Physiological Sciences, University of Chicago	South	M

Expertise

Expertise: Physiology, Pharmacology, Psychology

Teaching: University, Medical and Graduate level - lectures on physiology/pharmacology

Summary

The candidate is a Research Compliance Officer at the San Diego Veterans Affairs Medical Center, reviewing human subject and animal protocols for ethical, scientific, and regulatory issues. He is an original member of the STAR Content Review Panel for Science and participated on the level-setting panel for grades 4-5 science in 2004. He is the author of over sixty publications in areas such as pharmacology and animal research. He has a Ph.D. in Pharmacological and Physiological Sciences from the University of Chicago.

2006 Science Primary Adoption CRP Applicants Recommended by the Curriculum Commission 9/30/05

Number	Title	Employer
106	Adjunct Professor	National University (NU)

Highest Degree	Region	Gender
Ph.D. Molecular Biology, University of Hamburg	South	F

Expertise

Expertise: Molecular Biology, Microbiology, General Biology

Teaching: Elementary (Nursery, Preschool, K-4) - Biology, Microbiology, Oceanography, Astronomy, Geology, Chemistry, Meteorology, Physics; High School (9th Grade) - Biology and Molecular Biology; University (Freshman-Senior level students) - Human Biology and Bioethics; Upper Division Nursing Students - Microbiology and Infectious Disease; Adult Learners in a Nursing Program - Microbiology

Summary

The candidate is an Associate Professor of Science at National University and an Adjunct Professor of Biology at Point Loma Nazarene University, teaching courses in Microbiology and Infectious Disease, and Human Biology and Bioethics. She has taught preschool, elementary, high school, and university level students in the biological and physical sciences. She created a comprehensive science program for pre-K-4 aligned to the California Science Framework and has developed science curriculum for ninth grade and university courses in Biology and Microbiology. She has a Ph.D. in Molecular Biology from the University of Hamburg.

Number	Title	Employer
107	Teacher	Redondo Beach USD

Highest Degree	Region	Gender
Ph.D. Entomology, University of Kentucky	South	M

Expertise

Teaching: High School (Grades 9-12) - Life and Physical Science; University Professor (Teacher Credential Programs) - Health, Math/Science Methods, K-12 Content Areas

Summary

The candidate currently teaches 11th and 12th grade Anatomy and Physiology, and Sheltered and College Prep Biology at Redondo Union High School. He has also taught high school Chemistry, AP Chemistry, Physics, and Physical Science. For the past fifteen years, he has been a Professor of Education teaching methodology courses in the Teacher Credential Programs at Loyola Marymount and the University of Phoenix. He was Assistant Professor of Epidemiology and Public Health at the School of Public Health, Yale University of Medicine; Assistant Professor of Pathology at the University of Illinois; and Adjunct Professor of Biology at Loyola Marymount University. He has published 42 scientific peer review articles in various journals. He has a Ph.D. in Entomology from the University of Kentucky.

2006 Science Primary Adoption CRP Applicants Recommended by the Curriculum Commission 9/30/05

Number	Title	Employer
108	Chief Scientist, Earth Sciences	Jet Propulsion Laboratory

Highest Degree	Region	Gender
Ph.D. Chemistry, Harvard University	South	M

Expertise

Expertise: Earth Sciences, Physical Sciences, Atmospheric Chemistry, Climate

Teaching: College - Introductory Laboratory Chemistry as Teaching Fellow/Guest Lecturer

Summary

The candidate is the Chief Scientist for the Jet Propulsion Lab (JPL), serving as JPL's primary science contact to NASA's Earth-Sun Science Division. His research is focused on laboratory investigations of gas and particle reactions relevant to the Earth's stratosphere and troposphere. He has authored or co-authored over 50 scientific publications and has participated in a number of international assessments regarding global ozone depletion, aircraft impacts, and climate change. He has also participated on the team that assisted NASA in preparing its Earth Science Strategic Plan published in 2003. He has published numerous scientific articles. He has a Ph.D. in Chemistry from Harvard University.

Number	Title	Employer
109	Science Teacher - Grades 6, 7, 8	Saratoga Union SD

Highest Degree	Region	Gender
Ph.D. Developmental and Cell Biology, UC Irvine	North	F

Expertise

Teaching: 7th grade - Life Science; Middle School - Earth and Physical Science; College - General Biology, Development Cell Biology, Genetics

Summary

The candidate currently teaches 7th grade Life Science. She has also taught Earth Science and Physical Science in middle school. She has taught General Biology, Development and Cell Biology, and Genetics at the college level for over ten years. She has reviewed college-level textbooks and is familiar with the California Science Content Standards and the Science Framework from her work on the STAR Content Review Panel. She has a Ph.D. in Developmental and Cell Biology from the University of California at Irvine.

2006 Science Primary Adoption CRP Applicants Recommended by the Curriculum Commission 9/30/05

Number	Title	Employer
110	Teacher	Fontana USD

Highest Degree	Region	Gender
Ph.D. Physics, University of Alabama	South	F

Expertise

Teaching: Grades 9-12 - Physics and Chemistry; Community College - Physical Science, Unversity Teachers Credentialing Program - Physics and Chemistry

Summary

The candidate currently teaches Chemistry, AP Physics, Physical Science, and Algebra I and II at Kaiser High School. She also taught and developed the curriculum for Physics and Chemistry in the Teaching Credential Program at the University of California in Riverside Extension Center and taught Physical Science at Riverside Community College. She has a Ph.D. in Physics from the University of Alabama.

Number	Title	Employer
111	Senior Optical Engineering	NASA's Jet Propulsion Laboratory

Highest Degree	Region	Gender
M.S. Applied Physics, Clark-Atlanta University	South	M

Expertise

Expertise: Physics, Computer Science, Laser Remote Sensing, Metrology, Interferometry, Interferometric Nulling Optics, Mathematics, Physical Science (including General Science), Computer Technology

Teaching: High School/Adult Ed. - Mathematics, Physical Science including General Science, Computer Technology; University Professor - Physics, Computer Science

Summary

The candidate is a System Engineering Analyst for the Space Interferometry Mission (SIM) External Metrology (a program to determine the positions and distances of stars). He is an Adjunct Professor of Physics at California State Dominquez Hills and Computer Science at Santa Monica College. He also serves on Los Angeles City College's Department of Computer Science and Santa Monica College's School of Business (Computer Science/Information Science Department) advisory board for curriculum development. He is Deputy Manager of the Strategic University Research Programs Office and works with colleges and universities to formulate effective curriculum and texts in the areas of science, technology, engineering, and mathematics. As a member of the Technology Advisory Committee for the California Department of Education, he helped formulate a plan to improve student achievement in California through the use of technology. He has an M.S. degree in Applied Physics from Clark-Atlanta University.

2006 Science Primary Adoption CRP Applicants Recommended by the Curriculum Commission 9/30/05

Number	Title	Employer
112	Science Teacher	Turlock HS

Highest Degree	Region	Gender
Ph.D. Chemistry, University of Missouri	North	F

Expertise

Expertise: Physical Science, Chemistry, Physics

Teaching: Grade 9-12 - Physical Science; Grade 10-12 - Chemistry; Grade 11-12 - Physics, AP Physics, AP Chemistry; College - Chemistry, Physical Science, Physics Labs

Summary

The candidate teaches college prep Chemistry, AP Chemistry, and Physics and will be the coach for the Science Olympiad and Science Bowl teams at Turlock High School. She was an Adjunct Instructor in Chemistry and Physics at the California State University at Stanislaus and the University of Central Florida, as well as Adjunct Professor in Chemistry at Valencia Community College and Seminole Community College. She has a Ph.D. in Chemistry from the University of Missouri.

Number	Title	Employer
113		Self Employed

Highest Degree	Region	Gender
Ph.D. Physics, Columbia University	North	M

Expertise

Expertise: Physics, Astronomy, Astrophysics

Teaching: 8th Grade - Physical Science

Summary

The candidate is the Principal of Tramiel Capital Inc. Prior to that, he was the Vice President of Software Development for Atari Corporation. During the 2000 Science Adoption, he independently reviewed the 8th grade texts, uncovering many factual errors. Since that time he has testified before the Curriculum Commission and the SBE on a variety of issues regarding science education. He teaches astronomy, as a volunteer, under the auspices of Project Astro, sponsored by the Astronomical Society of the Pacific and is a volunteer at the Chabot Space and Science Center. He has a Ph.D. in Physics from Columbia University.

2006 Science Primary Adoption CRP Applicants Recommended by the Curriculum Commission 9/30/05

Number	Title	Employer
114	Professor of Physics	University of Southern California

Highest Degree	Region	Gender
Ph.D. Physics, Cornell	South	M

Expertise

Expertise: Physics

Teaching: College [Undergraduate (all four yrs)/Graduate (first years/research laboratory)] - Physics

Summary

The candidate is a Professor of Physics and Astronomy at the University of Southern California. He has participated in the California Science Fair for twenty-three years. He is the publisher of numerous articles on Physics. He has a Ph.D. in Physics from Cornell University.

Number	Title	Employer
115	Science Teacher (High School)	Ojai USD

Highest Degree	Region	Gender
Ph.D. Microbiology and Biochemistry, University of Deli M.S. (Major: Botany, Microbiology, Biochemistry), University of Delhi	South	F

Expertise

Expertise: Microbiology, Biochemistry

Teaching: 9th Grade - Physical Science; 10th Grade - Biology; 11th Grade - Chemistry, Chemistry Honors; 9th, 10th, 12th Grades - Sheltered Science, Chemistry, Biology (in India)

Summary

The candidate teaches Chemistry, Biology, and Physical Science at Nordhoff High School. Prior to that, she was a scientist/chemist for several Corporate Laboratories. She has a Ph.D. in Microbiology and Biochemistry from the University of Deli.

2006 Science Primary Adoption CRP Applicants Recommended by the Curriculum Commission 9/30/05

Number	Title	Employer
116	Teacher, Dept. Chair	El-Tejon USD

Highest Degree	Region	Gender
Ph.D. Animal Science/Reproductive Physiology, Washington State University	South	M

Expertise

Expertise: Biology

Teaching:
High School: 9th grade - Physical Science, 10th grade - Biology Gate; 11th grade - Chemistry, Chemistry Honors; 12th grade - Physics, Physics Honors
College/University: Life Science (Undergraduates); Pathophysiology of Reproduction (Graduate, Veterinary School); Curriculum and Methods in Teaching Science Single Subject (Graduate, Teacher Ed)

Summary

The candidate currently teaches High School Biology, Chemistry, and Agriculture and has served for nine years as Department Chair for Mathematics, Science, and Agriculture at Frazier Mountain High School. He was Chairman of the Science Adoption Committee for the El-Tejon Unified School District. He was Adjunct Assistant Professor of Veterinary Medicine at Tufts University, and is currently Adjunct Faculty/Area Science Chair for the University of Phoenix, Bakersfield Campus. He has a Ph.D. in Animal Science/Reproductive Physiology from Washington State University.

Number	Title	Employer
117	Integrated Science Teacher - 10th Grade	LAUSD

Highest Degree	Region	Gender
Ph.D. Biological Sciences, UC Irvine	South	F

Expertise

Expertise: Biology

Teaching: K-6 Integrated Science; Middle School - Biological Science; High School - Biological Science and Integrated Science; College - Biological Science/Psychobiology

Summary

The candidate currently teaches tenth grade Integrated Science at a project-based International Polytechnic High School. She has experience teaching science education at grades K-12 and also college level. She has a Ph.D. in Biological Sciences from UC Irvine.

2006 Science Primary Adoption CRP Applicants Recommended by the Curriculum Commission 9/30/05

Number	Title	Employer
118	Science Teacher	San Diego USD

Highest Degree	Region	Gender
Ph.D. Molecular Biology, UC San Diego	South	F

Expertise

Expertise: Biology

Teaching: High School - Advanced Placement Biology, Biology, Independent Studies Science Research

Summary

The candidate is currently serving her last year on the Curriculum Commission as Chair of the Science Subject Matter Committee. She has taught various biology courses at the high school and middle school levels. Prior to teaching, she was a Graduate Teaching Assistant in Molecular Biology, Developmental Biology, Microbiology Lab, Genetics, and Biochemical Techniques Lab, and a Research Biologist at UC San Diego. She has served as SMC Chair for the 2004 Health Adoption and as Commissioner Facilitator for the 2005 Follow-Up Adoptions. She has served on numerous commitees for textbook adotion and has been on review panels for the California Science Standards Tests since 1999. She has a Ph.D. in Molecular Biology from UC San Diego.

Number	Title	Employer
119	Teacher	Temecula Valley USD

Highest Degree	Region	Gender
Ph.D. Neuroscience, University of Salford, Salford, England	South	F

Expertise

Grade 4, Grade 5, Grades 6-7, Grade 8, High (Grades 9-12)
Biology/Life Sciences

Summary

The candidate has taught 7th and 8th grade science over the last six years and currently teaches 7th grade life science. The candidate served on the science committees in two districts, participating in district and site-based teacher training programs in the Science Framework and the implementation of aligned curriculums. As a science resource teacher at a science, math, and technology magnet school, the candidate designed and modeled lessons aligned with the Science Framework. Recently, the candidate participated in the adoption of a science textbook at the middle school level and evaluated its alignment with the Science Content Standards. The candidate has a B.S. degree in Zoology, a Ph.D. in Neuroscience, and a credential in Life Sciences.

ITEM # 7

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2005 AGENDA

SUBJECT	
2006 Visual and Performing Arts Primary Adoption of Instructional Materials: Appointment of Instructional Materials Advisory Panel Members and Content Review Panel Experts	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve Instructional Materials Advisory Panel (IMAP) members and Content Review Panel (CRP) members recommended by the Curriculum Development and Supplemental Materials Commission (Commission) as referenced in Attachments 2 and 3, conditioned upon legal counsel review of any potential conflict of interest review by SBE/CDE legal counsel.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

January 7, 2004: The SBE adopted the evaluation criteria for the 2006 Visual and Performing Arts Primary Adoption.

January 12, 2005: The SBE adopted the 2006 Visual and Performing Arts Primary Adoption Timeline.

SUMMARY OF KEY ISSUES

Background

In March of 2005, a recruitment letter from State Superintendent of Public Instruction (SSPI), Jack O'Connell was sent to district and county superintendents, curriculum coordinators in visual and performing arts, and other interested individuals and organizations, to recruit visual and performing arts educators to serve as IMAP members and CRP experts. Recruitment letters were also sent to college and university departments of visual and performing arts, and to a number of professional associations related to visual and performing arts. The application forms for the IMAP and CRP have been on the CDE Web site since March 2005.

Due to an insufficient number of applications received by the original September 7, 2005, deadline, the Commission approved an indefinite extension of the deadline. Potential applicants were informed of the deadline extension through a posting on the CDE Web site. The CDE received a total of 15 IMAP applications and 9 CRP applications.

SUMMARY OF KEY ISSUES (Cont.)

On September 30, 2005, the Commission approved to move forward for SBE appointment 12 applicants to serve as IMAP members, and 10 applicants to serve as CRP experts. The Commission recommended two IMAP applicants (#11 and #15) to the CRP, and one CRP applicant (#109) to the IMAP, feeling that these individuals' applications were better suited to the other panel. Furthermore, one applicant that applied to both the IMAP (#02) and CRP (#103) was recommended for appointment to the CRP. One IMAP applicant (#03) contacted CDE and requested that her application be withdrawn.

Due to a shortage of qualified IMAP and CRP applicants, the Commission will continue to recruit candidates. Approximately 42 IMAP and 10 CRP members will be needed for this adoption, so if all of the current applicants are approved, 30 more IMAP members will be needed. The Commission will review these applications on December 1-2, 2005, and forward them to the SBE for approval in January 2006.

Profile of Applicants
The role of the IMAP is to review submitted programs to determine their alignment with the content standards and the evaluation criteria adopted by the SBE. The CRP experts serve as advisors on content matters in their area of expertise, and confirm that the instructional materials are accurate and based on current and confirmed research.

A majority of the IMAP applicants are classroom teachers, as required by the California *Code of Regulations* (Title 5, Article 2.1, Section 9516), but also include administrators, curriculum specialists, and members of the community. All of the CRP applicants have an advanced degree in art, music, or a related visual and performing arts field.

Two of the IMAP applicants and 1 of the CRP applicants are male; 12 IMAP applicants and 8 CRP applicants are female. Five IMAP applicants and four CRP applicants are from northern California; nine IMAP applicants and five CRP applicants are from southern California.

Estimated Number of Panels
While we may have fewer or more actual submissions following the January 9, 2006, *Invitation to Submit* meeting with publishers, at the moment ten publishers have expressed an interest in participating in the adoption. We anticipate needing four to five panels of reviewers, with seven to nine IMAP members and two or three CRP members per panel.

FISCAL ANALYSIS (AS APPROPRIATE)

The original estimated cost for travel, hotel accommodations, and per diem expenses for the 42 IMAP members and 10 CRP members needed for the Visual and Performing Arts Adoption is $81,440. The final costs may vary depending upon the number of reviewers who actually serve on the IMAP and CRP.

ATTACHMENT(S)

Attachment 1: Instructional Materials Advisory Panel (IMAP) mini biographies (4 Pages)

Attachment 2: Content Review Panel (CRP) mini biographies (4 Pages)

2006 Visual and Performing Arts Primary Adoption
IMAP Applicants recommended by the Curriculum Commission

Number	Title	Employer
1	Music Specialist K-6	Happy Valley School District

Highest Degree	Expertise	Region	Gender
M.S. Music Education	Dance, Music, Visual Arts	North	F

Summary

The candidate is a Music Specialist for the Happy Valley School District. She has eleven years of experience teaching K-6 music classes. She has also served on the music subject advisory panel for the California Commission on Teacher Credentialing. She has a M.S. in Music Education from the State University of New York, Potsdam.

Number	Title	Employer
4	Resource Teacher	Orange County Department of Education

Highest Degree	Expertise	Region	Gender
M.A. Education, Biola University	Visual Arts	South	F

Summary

The candidate is a Resource Teacher for the Orange County Department of Education. She is also an adjunct instructor for Biola University, teaching art education at the graduate and undergraduate levels. She serves as Chair of the Fine Arts Curriculum Committee for the Community Home Education Program (serving 1300 students). She has a M.A. in Education from Biola University.

Number	Title	Employer
5	Teacher	Long Beach Unified

Highest Degree	Expertise	Region	Gender
B.A. Liberal Studies, CSU Dominguez Hills	Dance, Theatre, Music, Visual Arts	South	F

Summary

The candidate is a Teacher for the Long Beach Unified School District. She has taught pre-K through fifth grade and developed lessons in all four arts content areas. She has arranged and presented professional development workshops for teachers in the arts. She has a B.A. in Liberal Studies from California State University, Dominguez Hills.

2006 Visual and Performing Arts Primary Adoption
IMAP Applicants recommended by the Curriculum Commission

Number	Title	Employer
6	Art Teacher	The Chandler School

Highest Degree	Expertise	Region	Gender
M.A. Art Education, Arizona State University	Visual Arts	South	F

Summary

The candidate is an Art Teacher and Department Chair of Fine Arts at The Chandler School. She has over thirty-five years of teaching experience at the K-8 level. She is the Treasurer of the California Art Education Association (CAEA), and has won the CAEA Middle School Educator of the Year award. She has a M.A. in Art Education from Arizona State University.

Number	Title	Employer
7	Music Coordinator	Capistrano Unified School District

Highest Degree	Expertise	Region	Gender
M.A. Educational Administration, National University	Music	South	F

Summary

The candidate is a Music Coordinator for the Capistrano Unified School District. She supervises 28 elementary music teachers and provides support to 126 credentialed teachers in all areas of the arts, including workshops on the VPA Standards and Framework. She also has experience as a K-8 music teacher. She served on the Instructional Resources Evaluation Panel (IREP) for the 1998 Visual and Performing Arts Adoption. She has a M.A. in Educational Administration from National University.

Number	Title	Employer
8		Retired Teacher

Highest Degree	Expertise	Region	Gender
B.A. Whittier College	Music	South	M

Summary

The candidate is a retired high school band/orchestra director, and a former member of the Curriculum Commission. He chaired the Subject Matter Committee of the Commission that rewrote the VPA Framework. He has over forty years of teaching experience. He has been named Teacher of the Year for California, and has won both the Milken Family Foundation National Educator Award and the NEA Distinguished Teacher Award. He has a B.A. from Whittier College.

2006 Visual and Performing Arts Primary Adoption
IMAP Applicants recommended by the Curriculum Commission

Number	Title	Employer
9	Teacher/Choir Director	Ontario-Montclair School District

Highest Degree	Expertise	Region	Gender
B.A. Liberal Studies, Vanguard University	Dance, Theatre, Music	South	F

Summary

The candidate is a Teacher and Choir Director for the Ontario-Montclair School District. She has nineteen years of teaching experience. She has coordinated an extending learning choir program for students in grades 3-6 for seven years, and has served on her district's VAPA committee for three years. She has also served as a GATE Facilitator. She has a B.A. in Liberal Studies from Vanguard University.

Number	Title	Employer
10	Resource Teacher	Los Angeles Unified School District

Highest Degree	Expertise	Region	Gender
M.S. Education, University of Southern California	Theatre, Music, Visual Arts	South	F

Summary

The candidate is an Arts/ELD Resource Teacher for the Los Angeles Unified School District. She serves as a Bernstein Arts Coach in conjunction with the Grammy Education Foundation. She has an M.S. in Education from the University of Southern California.

Number	Title	Employer
12	Instructor	California State University, Long Beach

Highest Degree	Expertise	Region	Gender
M.A. Art Education, California State University Long Beach	Visual Arts	South	F

Summary

The candidate is an Instructor at California State University, Long Beach. She has thirty-three years of high school arts teaching experience. She also served as Visual and Performing Arts District Chair for the Orange Unified School District, which included curriculum development, staff development, and selection of instructional materials. She served on the Instructional Resources Evaluation Panel (IREP) for the 1989 Visual and Performing Arts Adoption. She has an M.A. in Art Education from California State University, Long Beach.

2006 Visual and Performing Arts Primary Adoption
IMAP Applicants recommended by the Curriculum Commission

Number	Title	Employer
13	Art Teacher	Rocklin Unified School District

Highest Degree	Expertise	Region	Gender
B.A. Studio Art, Humboldt State University	Visual Arts	North	F

Summary

The candidate is an Art Teacher for the Rocklin Unified School District. She was responsible for creating the middle school visual arts program in her district. She has a B.A. in Studio Art from Humboldt State University.

Number	Title	Employer
14	Teacher/Elementary Art Coordinator	Clovis Unified School District

Highest Degree	Expertise	Region	Gender
B.A. Art Education	Visual Arts	North	F

Summary

The candidate is a Teacher and Elementary Art Coordinator for the Clovis Unified School District. She has twelve years of teaching experience. She organizes the district art show, provides inservice to elementary teachers, and coordinates the parent art docent program. She has a B.A. in Art Education.

Number	Title	Employer
16	Assistant Professor	National University

Highest Degree	Expertise	Region	Gender
Ed.D. University of San Francisco	Visual Arts	North	F

Summary

The candidate is an Assistant Professor at National University. She teaches courses in K-12 teaching preparation. She has been a curator of several university art exhibits. She has an Ed.D. from the University of San Francisco, and an M.A. in Museum Studies from John F. Kennedy University.

2006 Visual and Performing Arts Primary Adoption
CRP Applicants recommended by the Curriculum Commission

Number	Title	Employer
101	Professor	CSU San Bernardino

Highest Degree	Expertise	Region	Gender
Ph.D. Music Education, University of Northern Colorado	Music	South	F

Summary

The candidate is a Professor of Music at California State University, San Bernardino. She has experience as a teacher at the elementary, secondary, and university levels. She has been on the board of directors of several community music organizations and orchestras. She has a Ph.D. in Music Education from the University of Northern Colorado.

Number	Title	Employer
102	Director of Bands	Rialto Unified School District

Highest Degree	Expertise	Region	Gender
Ph.D. Claremont Graduate University	Dance, Theatre, Music, Visual Arts	South	M

Summary

The candidate is a Director of Bands for the Rialto Unified School District. He has been responsible for developing the visual and performing arts curriculum at the local level in two districts. He is also a professional musician. He has a Master of Administration degree from California State University, San Bernardino, and a Ph.D. from Claremont Graduate University.

Number	Title	Employer
103	Educator	Santa Ana Unified School District

Highest Degree	Expertise	Region	Gender
M.A. Dance Education, CSU Long Beach	Dance, Theatre	South	F

Summary

The candidate is a Dance Director for the Santa Ana Unified School District. She has thirty-two years of teaching experience, including instruction in dance and theater at the middle school, high school, community college, and university levels. She served on the Instructional Resources Evaluation Panel (IREP) for the 1998 Visual and Performing Arts Adoption. She has a M.A. in Dance Education from California State University, Long Beach.

2006 Visual and Performing Arts Primary Adoption
CRP Applicants recommended by the Curriculum Commission

Number	Title	Employer
104	Assistant Professor	California State University Fullerton

Highest Degree	Expertise	Region	Gender
MFA Interdisciplinary Visual Arts, Goddard College	Visual Arts	South	F

Summary

The candidate is an Assistant Professor of Art at California State University, Fullerton. She has also been an art instructor for several K-12 districts. She has presented at dozens of art shows, and is the recipient of several art recognition awards for her material. She is the author of several books on visual art. She has an M.F.A. in Interdisciplinary Arts from Goddard College.

Number	Title	Employer
105	Lecturer	San Francisco State University

Highest Degree	Expertise	Region	Gender
Ph.D. Educational Theatre, New York University	Theatre	North	F

Summary

The candidate is a Lecturer at San Francisco State University. She teaches Creative Arts and has twenty-two years of experience as a drama teacher for elementary and middle school students. She has served as a Beginning Teacher Support and Assessment (BTSA) Project Coordinator and has presented at numerous professional conferences, particularly with regards to gifted students. She has a Ph.D. in Educational Theatre from New York University.

Number	Title	Employer
106	Assistant Professor	California State University, San Bernardino

Highest Degree	Expertise	Region	Gender
Ph.D. Art Education, Stanford University	Visual Arts	South	F

Summary

The candidate is an Assistant Professor of Art Education at California State University, San Bernardino. She is also a former high school visual arts teacher for Los Angeles Unified School District. Her current responsibilities include instruction in art education to preservice multisubject credential and single-subject art credential students. She has presented sessions at the California Art Education Association (CAEA) and National Art Education Associations on the integration of dance and visual arts. She is the author of numerous articles on art education, and received the Outstanding Higher Educator award from the CAEA in 2004. She has a Ph.D. in Art Education from Stanford University.

2006 Visual and Performing Arts Primary Adoption
CRP Applicants recommended by the Curriculum Commission

Number	Title	Employer
108	Director, Creative Education Program	Cultural Initiatives Silicon Valley

Highest Degree	Expertise	Region	Gender
Ed.D. Learning and Instruction, University of San Francisco	Dance, Visual Arts	North	F

Summary

The candidate is the Director of the Creative Education Program for Cultural Initiatives Silicon Valley, a regional arts education initiative. In this role she provides assistance in professional development, program evaluation, and curriculum design for elementary schools throughout the region. She has presented numerous conference papers and community workshops related to arts education. She has seventeen years of experience in K-8 arts education and teacher training. She has an Ed.D. in Learning and Instruction from the University of San Francisco.

Number	Title	Employer
107	Faculty/Program Manager	California College of the Arts

Highest Degree	Expertise	Region	Gender
M.A. Art Education, Columbia University	Visual Arts	North	F

Summary

The candidate is a faculty member and Program Manager of the Center for Art and Public Life at the California College of the Arts (CCA). She has also served as a K-8 art teacher. She has organized several professional development and curriculum development programs in art at the CCA, at other colleges and universities, and for local K-12 education agencies. She has a M.A. in Art Education from Columbia University.

Number	Title	Employer
110	Art Instructor	Retired

Highest Degree	Expertise	Region	Gender
M.F.A. Fine Arts, University of California, Davis	Visual Arts	North	M

Summary

The candidate is a retired Art Instructor with twenty-three years of teaching experience at the K-12 level. He also has taught art at the state university level. He has presented workshops for educators and community members on instructional materials, and has experience in developing art curricula at the local level. He has three master’s degrees, including an M.A. in Visual Design from the University of California at Berkeley, an M.F.A. from the University of California at Davis, and an M.A. in Sculpture from Tama Art University of Japan.

2006 Visual and Performing Arts Primary Adoption
CRP Applicants recommended by the Curriculum Commission

Number	Title	Employer
111	Theatre Teacher	Elk Grove Unified School District

Highest Degree	Expertise	Region	Gender
M.A. Education, California State University Sacramento	Theatre	North	F

Summary

The candidate is a Teacher for the Elk Grove Unified School District. She has nearly thirty years of experience in theatre arts education. She was on the state writing committees for the VPA Standards and the VPA Framework. She has also served as a theatre arts consultant for the Mondavi Center, the California School Board Association, and the California Arts Project. She has an M.A. in Theatre Arts Education from California State University, Sacramento.

ITEM # 8

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2005 AGENDA

SUBJECT	
State Board of Education-Approved Charter Schools: Update	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) receive the regular update on SBE-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 school petitions that had been initially denied (or denied at renewal) at the local level. Of these, ten are currently operating but only nine are under CDE oversight.

Charter Schools	**Date Approved**	**Renewal Date**
Oakland Military Institute, Alameda County*	Dec 2000	
Ridgecrest Charter School, Kern County	Dec 2000	Mar 2009
Edison Charter Academy, San Francisco County**	July 2001	July 2006
New West Charter Middle School, Los Angeles County	Dec 2001	Sep 2006
Amino Inglewood Charter High School, Los Angeles County	Dec 2001	Jun 2010
School of Arts and Enterprise, Los Angeles County	Sep 2002	Sep 2006
Knowledge is Power Program (KIPP), Alameda County	Feb 2003	Jun 2006
Academy of Culture and Technology, Los Angeles County***	Nov 2003	Nov 2006
Leadership Public Schools–San Rafael, Marin County****	Nov 2003	
Livermore Valley Charter School–Livermore, Alameda County***	Nov 2004	Jun 2008
Leadership Public Schools–Hayward, Alameda County***	Mar 2005	Mar 2008

* Subsequently renewed by the Oakland Unified School District
** Initially authorized by the San Francisco Unified School District, but SBE became the authorizer at the point of first renewal
*** Scheduled to open fall 2005
**** Charter voluntarily surrendered in June 2005; school will not open

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

Since January 1994, the SBE has approved eight all-charter districts, representing fifteen schools.

All-Charter Districts	Date Approved	Renewal Date
Pioneer Union Elementary, Kings County	Jan 1994	May 2009
Kingsburg Union Elementary, Fresno County	May 1996	May 2006
Delta View Joint Union Elementary, Kings County	Jun 1999	May 2009
Hickman Community Charter District, Stanislaus County	July 1994	Jan 2010
Alvina Elementary Charter School District, Fresno County	July 2000	May 2010
Island Union Elementary, Kings County	Oct 2000	May 2010
Kings River-Hardwick School District, Kings County	May 2001	May 2009
Jacoby Creek Charter School District, Humboldt County	Jun 2002	Jan 2009

SUMMARY OF KEY ISSUES

Pursuant to *Education Code* (*EC*) Section 47605(j), as of January 1, 1999, a charter school petition that had been denied approval by a local chartering authority could 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.

In addition, *EC* Section 47605.8 allows a charter school petitioner to submit a petition directly to the SBE for the operation of a statewide benefit charter school that may operate at multiple sites throughout the state. The SBE may not approve the petition for a statewide benefit charter school unless it finds that the charter school will provide instructional services of statewide benefit that cannot be provided by a charter school operating in only one school district or only one county.

As the charter authorizer, the SBE has monitoring responsibilities for its charter schools. CDE Charter Schools Division staff monitors the charter schools on the SBE's behalf and provides periodic reports on the charter schools. As a result of the passage of AB 1137 (Chapter 892, Statutes of 2003), the oversight responsibilities of authorizing entities, including the SBE, have been more clearly defined (*EC* Section 47604.32). All authorizing entities are required to identify a contact person, visit the charter school annually, ensure compliance with all reporting requirements, monitor the fiscal condition, and provide notification regarding renewal, revocation, or ceasing of operations. AB 1137 also amended *EC* Section 47607 pertaining to the renewal or revocation of charters including the addition of performance criteria to be met prior to receiving a charter renewal. The law provides that the cost of performing these duties shall be funded with supervisory oversight fees collected pursuant to *EC* Section 47613 (an amount not to exceed one percent of the school's revenue in most cases).

There are currently two staff in the Charter Schools Division assigned to oversee nine SBE-approved charter schools and eight all-charter districts. Assigned staff has made five site visits to the charter schools since July 1, 2005. These visits were targeted to those schools that are new and opening this fall and to those schools that have added new facilities. CDE School Facilities Planning Division staff joined the Charter Schools Division visitation team. The remaining six schools will be visited later this fall.

SUMMARY OF KEY ISSUES (Cont.)

For charter schools authorized by the Board through an appeal, *EC* Section 47605(k)(1) currently provides that the SBE may, by mutual agreement, designate its supervisory and oversight responsibilities to any local educational agency in the county in which the charter school is located or to the governing board of the school district that first denied the petition (although this has never been done). Similarly, for statewide benefit charters, *EC* Section 47605.8(c) provides, as a condition of approval, that the SBE may enter into an agreement with a third party, at the expense of the charter school, to oversee, monitor, and report on the operations of the charter school.

With regard to all-charter districts, the local county offices of education currently provide a significant amount of assistance and oversight under AB 1200 (Chapter 1213, Statutes of 1991). Unlike the other two types of state approved charters, there is no specific provision for contracting or designating by agreement the oversight responsibility for all-charter districts.

As a regular part of its oversight responsibilities, CDE staff annually makes visits to the all-charter districts and provide general support and oversight.

FISCAL ANALYSIS (AS APPROPRIATE)

There is no specific action requested under this item, so no fiscal impact can be identified.

ATTACHMENT(S)

None

ITEM # 9

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2005 AGENDA

SUBJECT	
Public Charter Schools Grant Program: Request to Approve the Recommended List of Charter Schools Grant Awardees	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve grant awardees. A list of the applicants recommended for funding will be provided in a last minute memorandum.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE approved CDE's application for funding under the federal Public Charter Schools Grant Program (PCSGP). Under the PCSGP, California received $81 million to fund the development and initial costs incurred by charter developers and operators to open new charter schools and to disseminate best practices developed in charter schools. In March 2005, the SBE awarded the first $31 million of these funds to 95 grantees.

SUMMARY OF KEY ISSUES

The second grant cycle is currently underway and scoring of the 220 applications submitted will be completed in mid-October. Each application will be read by three charter school experts from across the nation, and evaluations will be made using a four-point rubric that was published in the Request for Applications. Preference is given to applicants who will provide an alternative choice to students who reside in attendance areas served by schools that are currently in Program Improvement, the Immediate Intervention/ Underperforming Schools Program, the High Priority Schools Grant Program, or that have an Academic Performance Index schoolwide or similar schools rank of one or two.

FISCAL ANALYSIS (AS APPROPRIATE)

The fiscal impact to the state is minimal: federal funds allocated to CDE by the PCSGP will be released to the successful grantees to start new charter schools and to disseminate best practices developed in charter schools.

ATTACHMENT(S)

A recommended list of federal PCSGP grant awardees will be provided as a last minute memorandum.

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: October 26, 2005

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

FROM: William J. Ellerbee, Jr., Deputy Superintendent
School and District Operations Branch

RE: Item No. 9

SUBJECT: Public Charter Schools Grant Program: Request to Fund the Recommended List of Charter Schools Grant Awardees

Attached are the lists of applications recommended for funding under the Public Charter Schools Grant Program. Three types of grants are available in this funding cycle: Start-Up, Implementation, and Dissemination.

Sixty-nine grants are proposed for funding, totaling $22,999,687. Forty-five are Start-Up grants to charter school developers; 20 are Implementation grants to new charter schools that have been in operation less than two years; and four are Dissemination grants to high-quality charter schools proposing to disseminate best practices they have developed. Due to the number of applications received, it is recommended that grants be funded at 90 percent of the applicants' request to allow for funding of seven additional high-quality applications.

Attachment 1: Public Charter School Grant Program, Grant Applications Recommended for Funding (November 2005 – Grant Cycle), Start-Up Grants (3 Pages)

Attachment 2: Public Charter School Grant Program, Grant Applications Recommended for Funding (November 2005 – Grant Cycle), Implementation Grants (1 Page)

Attachment 3: Public Charter School Grant Program, Grant Applications Recommended for Funding (November 2005 – Grant Cycle), Dissemination Grants (1 Page)

Public Charter Schools Grant Program			
Grant Applications Recommended for Funding			
(November 2005 - Grant Cycle)			
Start-up Grants			
County	**School Name**	**Grant Award**	**Total**
Alameda	Bay Area Technology School, Richmond	$405,000.00	
	COVA Music Conservatory Charter School	$362,115.00	
	Space Exploration Academy	$405,000.00	
	Space Exploration Junior Academy	$405,000.00	$1,577,115.00
Contra Costa	CA Youthbuild Charter School, Contra Costa	$270,000.00	
	Making Waves Middle School	$405,000.00	$675,000.00
Fresno	Valley Arts & Sciences Academy	$405,000.00	$405,000.00
Kern	Downtown Academy	$405,000.00	$405,000.00
Lake	Redwood Academy of Lake County	$405,000.00	$405,000.00
Los Angeles	Aspire Los Angeles Elementary School	$405,000.00	
	Aveson School of Leaders	$405,000.00	
	Belmont Charter School	$405,000.00	
	CA Youthbuild Charter School, Los Angeles	$270,000.00	
	Culture and Language Academy	$405,000.00	
	Global Leadership Academy	$405,000.00	
	Jordan College-Ready Academy High School	$405,000.00	
	Los Feliz Charter School for the Arts	$405,000.00	
	Pico Union Charter School	$405,000.00	
	PUC Middle School #1	$405,000.00	
	PUC Middle School #2	$405,000.00	
	Small Schools Academy Charter School	$405,000.00	

Los Angeles	Small Schools Academy II Charter School	$405,000.00	
	Small Schools Academy III Charter School	$405,000.00	$5,535,000.00
Mendocino	Career Academy of Ukiah	$405,000.00	
	Janus Academy	$405,000.00	$810,000.00
Orange	Classical Kids Charter School, Orange	$180,000.00	$180,000.00
Riverside	Moreno Valley Charter Academy	$180,000.00	
	Classical Kids Charter School, Riverside	$180,000.00	$360,000.00
Sacramento	Conal Lindsay Laboratory School	$405,000.00	$405,000.00
San Diego	City Arts Academy	$405,000.00	
	High Tech High Environmental	$405,000.00	
	High Tech Middle Environmental	$405,000.00	
	IQ Academy at San Diego	$135,000.00	
	The Classical Academy High School	$180,000.00	$1,530,000.00
San Francisco	Leadership Public Schools, San Francisco	$405,000.00	$405,000.00
San Joaquin	San Joaquin Career and Technical High School	$405,000.00	
	Aspire Stockton Secondary School	$405,000.00	$810,000.00
San Mateo	Daytop Charter School	$180,000.00	$180,000.00
Santa Barbara	Central Coast Academy	$405,000.00	
	Mark Twain Academies	$405,000.00	
	The Children's Project Academy	$180,000.00	$990,000.00
Santa Clara	Leadership Public Schools, San Jose	$405,000.00	$405,000.00

Shasta	Rocky Point Charter School	$405,000.00	$405,000.00
Solano	Hiddenbrooke Community School	$405,000.00	$405,000.00
Sonoma	CA Youthbuild Charter School, Sonoma	$270,000.00	$270,000.00
		Total Funding	**$16,157,115.00**

Public Charter Schools Grant Program			
Grant Applications Recommended for Funding			
(November 2005 - Grant Cycle)			
Implementation Grants			
County	**School Name**	**Grant Award**	**Total**
Alameda	Aspire UC Berkeley School	$360,000.00	
	Education for Change at Cox Elementary	$135,000.00	
	Education for Change East Oakland	$360,000.00	
	FAME Public Charter School	$360,000.00	
	Lighthouse Community Charter School	$360,000.00	
	Livermore Valley Charter School	$360,000.00	$1,935,000.00
Los Angeles	CALS Early College High School	$360,000.00	
	Community Charter Early High School	$360,000.00	
	Gabriella Charter School	$360,000.00	
	Giraffe Charter School	$135,000.00	
	Heritage College-Ready Academy	$360,000.00	
	James Jordan Middle School	$360,000.00	
	The Academy of Culture and Technology	$360,000.00	$2,295,000.00
Sacramento	Heritage Peak Charter School	$135,000.00	
	Westlake Charter School	$360,000.00	$495,000.00
San Diego	Gompers Charter Middle School	$360,000.00	
	Keiller Leadership Academy	$360,000.00	
	King Chavez Arts Academy	$135,000.00	
	King Chavez Athletics Academy	$135,000.00	
	King Chavez Primary Academy	$135,000.00	$1,125,000.00
		Total Funding	**$5,850,000.00**

Public Charter Schools Grant Program			
Grant Applications Recommended for Funding			
(November 2005 - Grant Cycle)			
Dissemination Grants			
County	**School Name**	**Grant Award**	**Total**
Los Angeles	California Academy for Liberal Studies	$242,572.00	
	Camino Nuevo Charter School	$250,000.00	$492,572.00
Santa Clara	Downtown College Prep	$250,000.00	$250,000.00
Solano	Mare Island Technology Academy High School	$250,000.00	$250,000.00
		Total Funding	**$992,572.00**

ITEM # 10

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2005 AGENDA

SUBJECT	
Assignment of Numbers for Charter School Petitions	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) assign a charter number to the charter school identified on the attached list.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

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

Since the charter school law was enacted in 1992, the SBE has assigned numbers to 751 charter schools, including some approved by the SBE after denial by the local educational agencies, and eight all-charter districts. Of the 751 schools numbered, approximately 575 are estimated to be operating in the 2005-06 school year.

SUMMARY OF KEY ISSUES

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

Education Code Section 47602 requires the SBE to assign a number to each charter school that has been approved by a local entity in the chronological order in which it was received. This numbering ensures that the state is within the cap on the total number of charter schools authorized to operate. As of July 1, 2005, the number of charter schools that may be authorized to operate in the state is 950. This cap may not be waived. This item proposes assignment of a number to one additional charter school. This charter school was recently approved by a local board of education. Copies of the charter petition are on file in the Charter Schools Division.

FISCAL ANALYSIS (AS APPROPRIATE)

There is essentially no fiscal impact directly resulting from the assignment of numbers to recently authorized charter schools. To the extent numbered schools serve students, they report average daily attendance and receive funding from certain federal, state, and local sources.

ATTACHMENT(S)

Attachment 1: Assignment of Number for a Charter School Petition (1 page)

NOVEMBER 2005 STATE BOARD OF EDUCATION MEETING

Assignment of Number for Charter School Petition

Number	Charter Name	Charter School County	Authorizing Entity	Charter School Contact
752	Advanced Achievement Academy	San Diego	Sweetwater Union HSD	Howard Dickson 3772 Balboa Terrace #A San Diego, CA 92117 858-272-7871

ITEM # 11

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2005 AGENDA

SUBJECT	
Request by High Tech High Learning to become a Statewide Benefit Charter School under oversight of the State Board of Education	☒ Action ☒ Information ☒ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) hold a public hearing and conditionally approve the High Tech High Learning (HTHL) petition to become a statewide benefit charter for five full school years if the first schools open within one year of the charter petition's approval by the SBE. The term of the charter shall be from July 1, 2006, to June 30, 2011.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

AB 1994 (Chapter 1058, Statutes of 2002) added *Education Code* (*EC*) Section 47605.8 which provides for the authorization of charter schools of statewide benefit that propose to operate on multiple sites throughout the state. The law also requires the SBE to adopt regulations to implement *EC* Section 47605.8. The charter petitioners may submit petitions directly to the SBE without being reviewed by a school district or county office.

At its November 2004 meeting, the SBE considered and adopted proposed Title 5 regulations to implement *EC* Section 47605.8. The proposed regulations were approved by the Office of Administrative Law (OAL) on June 22, 2005.

At its September 2005 meeting, the SBE received a presentation by HTHL on its petition.

SUMMARY OF KEY ISSUES

HTHL is the nonprofit public benefit corporation established to support the development of High Tech High schools throughout California. Incorporated in 2001, HTHL currently operates two high schools and one middle school. HTHL also provides program support and technical assistance to a network of nine additional High Tech High-inspired schools located in communities across the United States. HTHL is known for its strong academic program and Academic Performance Index (API) scores.

HTHL formally submitted its statewide benefit petition (and the first one of this type of charter) on May 16, 2005. It was reviewed by the Advisory Commission on Charter

SUMMARY OF KEY ISSUES (Cont.)

Schools (ACCS) on May 23, 2005. Because the length of time available for review of the petition before the ACCS meeting was limited, the CDE staff review was limited to reviewing the petition with a focus on compliance with minimum requirements for submission of a statewide benefit charter petition and a preliminary evaluation of the content for each of the required petition elements. CDE staff has since had an opportunity to review the revised petition submitted by HTHL and the findings are included as Attachment 1.

The ACCS, at its May 2005 meeting, raised a number of questions about the petition related to the CDE preliminary findings, curriculum and instruction, diversity issues, and the ability of HTHL to parlay its current success into working with low socioeconomic status students. The ACCS agreed to recommend the charter school to the SBE for approval of this petition, opening in the fall of 2005 if the two sites listed were not deemed to be existing charter schools, which is prohibited by the SBE's regulations, and all other conditions and concerns raised by the ACCS were satisfactorily addressed.

However, the CDE and SBE legal staff reviewed the status of the two charter schools proposed to open in 2005, and determined that since both had received local approval, they were existing schools and therefore could not be a part of the initial statewide benefit petition. Subsequently, HTHL made the necessary revisions to exclude the two schools from their initial statewide benefit petition. The CDE recommends approval, pending the satisfactory resolution of all findings and conditions, for a fall 2006 opening of the first two HTHL schools (to be located in Escondido and Chula Vista) as listed in the petition.

Recommended Conditions
The following are the conditions recommended by the ACCS if the SBE approves the petition:

1. All HTHL existing statewide sites approved as part of the statewide benefit petition must demonstrate student academic achievement annually as evidenced by a statewide Academic Performance Index (API) ranking of seven or better or a similar schools ranking of six or better before additional schools may be opened under the statewide benefit charter.

2. Any proposed changes to the school sites reflected in the petition, including the addition, deletion, or substitution of sites, are to be considered material amendments to the charter and must receive prior approval by the SBE.

3. The charter must be amended to include specific dispute resolution language that recognizes that the SBE is not an LEA and may choose to resolve disputes directly (this has been done in the current petition).

SUMMARY OF KEY ISSUES (Cont.)

4. The current language in the charter that requires the SBE to ensure that HTHL secures Regional Occupational Program (ROP) funding should be deleted, and HTHL must have ROP programmatic and fiscal details resolved before the schools open.

5. Verify that, as per CDE and SBE legal review, the proposed two HTHL schools currently authorized by a school district or County Office of Education (Bayshore and Media Arts) have not been included as part of the initial statewide benefit petition (this has been resolved and the two schools are not included in petition).

6. All CDE final findings and recommendations must be addressed in the specified time lines and to the satisfaction of the CDE and SBE before the schools open in 2006.

In addition to these conditions, CDE staff recommends that all the standard conditions of approval for charter appeals (as displayed in Attachment 4) be applied to statewide benefit charters with appropriate adaptations for that purpose.

FISCAL ANALYSIS (AS APPROPRIATE)

There are currently two CDE staff assigned to oversee eleven SBE-approved charter schools and eight all-charter districts as well as provide many of the business functions supporting them, such as certifying attendance, and reviewing fiscal, budget, and audit reports. The statewide benefit charter schools will require CDE staff support to oversee the multiple school sites included in the single petition. The SBE, as the authorizing entity, may charge the maximum one percent oversight fee; however, the fee does not totally support the oversight workload.

ATTACHMENT(S)

Attachment 1: Statewide Benefit Charter School Petition Review Form 2005-06 (18 pages)

Attachment 2: HTHL Model Application to Operate a Statewide Benefit Charter School (75 Pages)

Attachment 3: Title 5 Regulations for Submission of Statewide Benefit Charter School Petitions to the State Board of Education (4 pages)

Attachment 4: Recommended Conditions of Operation for Statewide Benefit of Charter Schools (3 pages)

Title 5. EDUCATION
Division 1. California Department of Education
Chapter 11. Special Programs
Subchapter 19. Charter Schools

§ 11967.6. Submission of Statewide Benefit Charter School Petitions to the State Board of Education.

(a) A petition to establish a statewide benefit charter school pursuant to Education Code Section 47605.8 shall:

(1) Comply with all statutory requirements otherwise applicable to charter schools, except those relating to geographic and site limitations (See Education Code Section 47605.8)

(2) If applicable, comply with all requirements of law relative to the provision of independent study.

(A) A charter that does not expressly provide for independent study shall not be interpreted as allowing independent study beyond that which is incidental and required to address the temporary needs of particular students.

(B) If the independent study (nonclassroom-based instruction) exceeds the percentage specified in Education Code Section 47612.5, it shall be funded only in keeping with a determination of funding approved pursuant to Education Code Section 47634.2.

(3) Describe how an annual independent audit of the statewide benefit charter school will be conducted in keeping with applicable statute and regulation and indicate how the statewide benefit charter school's individual schools will be appropriately included in the audit process.

(4) Incorporate a plan that provides for initial commencement of instruction in at least two schools, which shall be in at least two different school districts or two different counties. The plan for instruction shall describe how the instructional services will provide a statewide benefit, as specified in Section 11967.6(b) that cannot be provided by a charter school operating in only one school district, or only in one county. Existing charter schools previously approved by a charter authorizer may not be included in a petition to establish a statewide benefit charter school.

(5) Include an assurance that the instructional services for similar student populations described in the charter will be essentially similar at each school and, thus, that each pupil's educational experience will be reasonably the same with regard to instructional methods, instructional materials, staffing configuration, personnel requirements, course offerings, and class schedules.

(6) Describe how the statewide benefit charter school will participate as a member of a special education local plan area, and ensure a coordinated structure for the provision of necessary programs and services specific to students with Individual Education Programs (IEPs).

(7) Demonstrate success in operating charter schools previously approved in California as evidenced by improved pupil academic performance and annual financial audits with no audit findings or exceptions. Data that shall be considered in determining the likelihood of a charter operator to successfully operate a statewide benefit charter school include, but are not limited to, a statewide or similar schools ranking of 8 or higher

on the Academic Performance Index, evidence of having met growth targets over time, and other alternative indicators of success as defined in the alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

(8) Describe how local community input for each school included in the plan was solicited (or will be solicited). Satisfaction of this paragraph shall involve the holding of at least one publicly noticed meeting for each school, with a summary of the input received at the meeting(s) being provided.

(9) Contain sufficient signatures either of parents, guardians, or of teachers in keeping with Education Code Section 47605(a)(1) for each school proposed in the first year.

(10) Include an assurance that the school district and county superintendents where each school will be located will be notified at least 120 days prior to commencement of instruction.

(11) Addresses all charter elements specified in Education Code Section 47605 adapted appropriately for application at the statewide level.

(12) Contain or address any provisions or conditions specified by the State Board of Education at the time of charter approval.

(13) Contain a plan for operations of the statewide benefit charter school that describes the distinction between centralized and individual school level responsibilities and includes a staffing plan to implement the activities at the designated level. The plan shall address statewide benefit charter school operations including, but not limited to:

(A) Academic program,

(B) Facilities and school operations,

(C) Legal and programmatic compliance,

(D) Financial administration,

(E) Governance, and

(F) Decision-making authority.

(14) Provide a list of each school that will be operated by the statewide benefit charter school that includes:

(A) A timeline for the commencement of instruction at each school. Commencement of instruction must begin during the term of the charter.

(B) The general location of each school and the school district and county in which each school is to be located.

(C) A description of the potential facilities to be used at each school.

(D) The approximate number of pupils that can safely be accommodated by each school facility.

(b) “Instructional services of a “statewide benefit” shall include, but not be limited to, the following factors:

(1) Unique factors and circumstances related to the statewide benefit charter school’s educational program that can only be accomplished as a statewide benefit charter and not as a single district- or single county-authorized charter, including specific benefits to each of the following:

(A) The pupils who would attend the statewide benefit charter school,

(B) The communities (including the school districts and the counties) in which the individual schools would be located (e.g., in terms of pupil demographics and performance),

(C) The state, to the extent applicable, and

(D) The statewide benefit charter school itself (e.g., in fund raising, community partnerships, or relationships with institutions of higher education).

(2) Neither an administrative benefit to a charter operator, nor desire by a charter operator to provide services in more than one district and county, shall be considered sufficient in and of itself to constitute a statewide benefit.

(c) A statewide benefit charter school, regardless of the number of individual schools, is treated as a school district for all purposes, including but not limited to, compliance monitoring, data reporting and collection, student performance data, oversight, and apportionments. For purposes of compliance monitoring and oversight, the State Board, in its review, will look at each individual school's independent progress in meeting federal and state growth targets.

(d) Following its submission, a petition to establish a statewide benefit charter school may be modified or new schools added that were not included in the original petition only with the approval of the State Board of Education.

(e) Each statewide benefit charter school shall provide an annual report to the State Board of Education reflecting student achievement data, performance benchmarks, and other pertinent data supporting stated charter goals.

NOTE: Authority cited: Section 33031 and 47605.8, Education Code. Reference: Sections 47612.5, 47634.2, and 47605, Education Code.

§ 11967.7. Evaluation of Facilities for Statewide Benefit Charter Schools.

(a) The statewide benefit charter school shall notify the California Department of Education within 60 days of proposed commencement of instruction at each school, including submission of all documentation required in Section 11967.6(a)(14). Within 30 days of the receipt of a complete and documented request pursuant to this section, the California Department of Education shall evaluate the facilities for the proposed educational program for compliance with local building permits and codes and notify the statewide benefit charter school and any affected local education agency of its determination. The charter school or any affected local education agency may appeal the Department's determination within 10 calendar days of the date of the determination, and the matter will be placed on the agenda of the next regularly scheduled meeting of the State Board of Education. If no action is taken by the State Board of Education, the California Department of Education's determination shall stand. A school may not open in a facility without a positive determination.

(b) A school in its first year of operation may only commence instruction between July 1 and September 30 of the year in which it proposes to commence operation.

NOTE: Authority cited: Section 33031 and 47605.8, Education Code. Reference: Section 47605.8, Education Code.

§ 11967.8. Funding for Statewide Benefit Charter Schools.

(a) A statewide benefit charter school approved pursuant to Education Code Section 47605.8 shall be direct-funded pursuant to Chapter 6 of Part 26.8 of the Education Code (commencing with Section 47630), with the following exceptions:

(1) A statewide benefit charter school's general-purpose entitlement pursuant to Education Code Section 47633 shall be funded entirely from state aid.

(2) A statewide benefit charter school does not have a "sponsoring local education agency" as defined in Education Code Section 47632.

(b) The warrant for a statewide benefit charter school shall be drawn in favor of the State Superintendent of Public Instruction and a county office of education as follows:

(1)The State Board of Education may designate a county office of education as the office responsible for establishing the appropriate funds or accounts in the country treasury for the statewide benefit charter schools and for making the necessary arrangements for the statewide benefit charter school's participation in the State Teachers' Retirement System and/or the Public Employees Retirement System. The county office may charge the statewide benefit charter school for the actual cost of services.

(2) In designating a county office of education, the State Board shall give preference to the county office of education of the county that the statewide benefit charter school identifies as the principal location of its business records.

(3) If the county office of education in the county that the statewide benefit charter school identifies as the principal location of its business records declines to accept the responsibility for the statewide benefit charter school, the State Board of Education may designate another county office of education by mutual agreement.

NOTE: Authority cited: Section 33031 and 47605.8, Education Code. Reference: Section 47632 and 47651, Education Code.

Recommended Conditions of Operation for Statewide Benefit Charter Schools

1. **Insurance Coverage**-not later than **Date to be determined (TBD),** (or such earlier time as school may employ individuals or acquire or lease property or facilities for which insurance would be customary), submit documentation of adequate insurance coverage, including liability insurance, which shall be based on the type and amount of insurance coverage maintained in similar settings.

2. **Oversight Agreement**-not later than **TBD**, either (a) accept an agreement with the State Board of Education (SBE), administered through the California Department of Education (CDE), to be the direct oversight entity for the school, specifying the scope of oversight and reporting activities, including, but not limited to, adequacy and safety of facilities; or (b) enter into an appropriate agreement between the charter school, the SBE (as represented by the Executive Director of the SBE), and an oversight entity, pursuant to *Education Code* (*EC*) Section 47605(k)(1), regarding the scope of oversight and reporting activities, including, but not limited to, adequacy and safety of facilities.

3. **SELPA Membership**-not later than **TBD**, submit written verification of having applied to a special education local plan area (SELPA) for membership as a local educational agency and, not later than **TBD**, submit either written verification that the school is (or will be at the time students are being served) participating in the SELPA, or an agreement between a SELPA, a school district that is a member of the SELPA, and the school that describes the roles and responsibilities of each party and that explicitly states that the SELPA and the district consider the school's students to be students of the school district in which the school is physically located for purposes of special education programs and services (which is the equivalent of participation in the SELPA). Satisfaction of this condition should be determined by the Executive Director of the SBE based primarily on the advice of CDE staff based on a review of either the school's written plan for membership in the SELPA, including any proposed contracts with service providers or the agreement between a SELPA, a school district, and the school, including any proposed contracts with service providers.

4. **Educational Program**-not later than **TBD**, submit a description of the curriculum development process the school will use and the scope and sequence for the grades envisioned by the school; and, not later than **TBD**, submit the complete educational program for students to be served in the first year including, but not limited to, a description of the curriculum and identification of the basic instructional materials to be used, plans for professional development of instructional personnel to deliver the curriculum and use the instructional materials, identification of specific assessments that will be used in addition to the results of the Standardized Testing and Reporting (STAR) program in evaluating student progress. Satisfaction of this condition should be determined by the Executive Director of the SBE based primarily on the advice of CDE staff.

5. **Student Attendance Accounting**-not later than **TBD**, submit for approval the specific means to be used for student attendance accounting and reporting that will be satisfactory to support state average daily attendance claims and satisfy any audits related to attendance that may be conducted. Satisfaction of this condition should be determined by the Executive Director of the SBE based primarily on the advice of the Director of the School Fiscal Services Division.

6. **Facilities Agreement**-not later than **TBD**, present a written agreement (a lease or similar document) indicating the school's right to use the principal school site and any ancillary facilities identified by the petitioners for at least the first year of the school's operation and evidence that the facility will be adequate for the school's needs. Satisfaction of this condition should be determined by the Executive Director of the SBE based primarily on the advice of the Director of the School Facilities Planning Division.

7. **Zoning and Occupancy**-not less than **30 days** prior to the school's opening, present evidence that the facility is located in an area properly zoned for operation of a school and has been cleared for student occupancy by all appropriate local authorities. For good cause, the Executive Director of the SBE may reduce this requirement to fewer than 30 days, but may not reduce the requirement to fewer than 10 days. Satisfaction of this condition should be determined by the Executive Director of the SBE based primarily on the advice of the Director of the School Facilities Planning Division.

8. **Final Charter**-not later than **TBD**, present a final charter that includes all provisions and/or modifications of provisions that reflect appropriately the SBE as the chartering authority and otherwise address all concerns identified by CDE staff, and that includes a specification that the school will not operate satellite schools, campuses, sites, resource centers or meeting spaces not identified in the charter without the prior written approval of the Executive Director of the SBE based primarily on the advice of the Charter Schools Division staff.

9. **Legal Issues**-in the final charter presented pursuant to condition (8), resolve any provisions related to legal issues that may be identified by the SBE's Chief Counsel.

10. **Processing of Employment Contributions**-prior to the employment of any individuals by the school, present evidence that the school has made appropriate arrangements for the processing of the employees' retirement contributions to the Public Employees' Retirement System (PERS) and the State Teachers' Retirement System (STRS).

11. **Operational Date**-if any deadline specified in these conditions is not met, approval of the charter is terminated, unless the SBE deletes or extends the deadline not

met. If the school is not in operation within one year of the charter petition's approval by the SBE, approval of the charter is terminated.

California Department of Education

STATEWIDE BENEFIT CHARTER SCHOOL PETITION REVIEW FORM 2005-06

School Name: **High Tech High Learning**

Deborah Connelly _____ _____
Print name of person completing form Signature Date

This form is designed as a tool to evaluate a statewide benefit charter school petition submitted to the State Board of Education in order to insure that the charter meets all the requirements and standards intended by State law. After evaluating the charter petition, please respond to each of the questions below and provide additional comments, as needed.

REQUIREMENTS FOR SUBMISSION OF A PETITION

COPY OF THE CHARTER PETITION -*Title 5, California Code of Regulations* Section 11967.6		
• Complete copy of the charter petition is provided	**Yes**	
• Petition contains the number of signatures required by *Education Code (EC) Section* 47605 (a)	**Yes**	
Comments: N/A		

CERTIFICATION OF COMPLIANCE - *Title 5, California Code of Regulations* Section 11967 (b)(3)		
• A signed certification of compliance with applicable law is provided.	**Yes**	
Comments:		

EVALUATION OF THE CHARTER PETITION

CDE STAFF OVERALL RECOMMENDATION:
CDE staff recommends that this petition be approved by the SBE with the standard conditions recommended by CDE staff on charter appeals, the development of a contract for oversight, and with the additional conditions recommended by the Advisory Commission on Charter Schools (see the SBE agenda item discussion of conditions recommended by the ACCS).

The petitioners have reasonably described a statewide benefit that cannot accrue if HTHL was operating in only one district or county. HTHL is proposing to open two high schools, each in separate districts within San Diego County (Escondido and Chula Vista) in the fall of 2006. They are proposing to bring a total of 10 schools online by 2010 in various districts and counties in the state.

The petitioners have demonstrated success in improving student academic performance in their other schools previously approved within the state. The curriculum and instructional methodologies proposed are generally the same ones that have been used in HTHL's other existing schools. API scores for the two existing schools have been consistently high. HTHL claims that all graduates in the classes of 2003 and 2004 were admitted to college and all students chose to attend. The California Commission on Teacher Credentialing has authorized HTHL to open and operate a teacher credentialing program.

HTHL appears to have built the organizational and administrative structure, and the capacity to operate schools in a fiscally sound and prudent manner as demonstrated through the success of HTHL's existing schools. They have previously successfully secured facilities and appear to have a sophisticated understanding of various funding mechanisms that are available for facilities.

The petitioners have requested that the term of the charter be for a five year period. Although the SBE has consistently taken action to limit charters on appeal to three year terms, CDE staff recommends a five year initial term for this charter petition. It is difficult to establish solid academic performance within a three-year period because of the timing of the availability of STAR test data and the long lead time for petition renewals. This new statewide benefit charter school option demands developers that have a proven track record of operating high quality charter schools resulting in API statewide and similar schools rankings of eight or higher.

Finally, there are minor, technical changes that need to be made to the language of the petition, if the SBE approves this petition.

***Education Code* §47605.8(b)**

INSTRUCTIONAL SERVICES OF A STATEWIDE BENEFIT
Evaluation Criteria The State Board of Education may not approve a petition for the operation of a statewide benefit charter school unless the State Board of Education finds that the proposed statewide benefit charter school will provide instructional services of statewide benefit that cannot be provided by a charter school operating in only one school district, or only one county. Instructional services of a statewide benefit include, but are not limited to:
(1) Unique factors and circumstances related to the statewide benefit charter school's educational program that can only be accomplished as a statewide benefit charter and not as a single district- or single county-authorized charter, including specific benefits to the following: (A) The pupils who would attend the statewide benefit charter school. (B) The communities (including the school districts and the counties) in which the individual schools would be located. (C) The state, to the extent applicable. (D) The statewide benefit charter school itself.

Charter petition proposes to provide instructional services of a statewide benefit. The SBE may not approve a petition unless it finds that the charter school will provide instructional services of a statewide benefit that cannot be provided by a charter school operating in only one district or only one county. (Indicate "No" if denial is recommended for this reason).	**Recommend Approval**

Comments:
The petition addresses all of the unique factors and circumstances that would benefit pupils, communities, the state, and the school itself in a reasonably comprehensive manner. The benefits to students are described as innovative learning opportunities that combine academic rigor with real world experience in a small school setting (approximately 450 students) that is demographically diverse. In addition, HTHL has created an alumni program to support former students while they attend colleges and universities.

HTHL asserts that the benefit to communities would be in catalyzing redevelopment and other civic initiatives. Because of HTHL's local reputation, it has served as a catalyst for a collaborative redevelopment project that involved community based organizations, universities, and the city leadership. HTHL believes it can foster those collaborations in other areas of the state. This type of collaboration in turn increases the business community confidence and support in public education and also results in mutually beneficial internship programs for students.

The petition states the benefit to the state is that HTHL with its proven model of successful high schools can contribute to statewide initiatives to improve low performing schools by locating in low income areas eligible for New Markets Tax Credits. Thus, HTHL will be able to provide alternative school choices for those students in greatest need. By replicating this successful high school model across the state, HTHL will be expanding the number of students who are capable of entering the workforce with the knowledge and ability to solve real world problems. In addition, by operating its own teacher credentialing program, HTHL will graduate approximately 50 new highly qualified teachers annually.

Finally, HTHL describes the principle benefit to the school as that of being able to better leverage New Markets Tax Credits with a proposed statewide presence in low income areas, than on an individual school basis. This is important because the HTHL facilities need to be technologically equipped and sophisticated to support the educational program. HTHL also believes it can provide better statewide alumni support to students attending colleges and universities outside the San Diego area.

***Education Code* §47605(b)(1)**

UNSOUND EDUCATIONAL PRACTICE
Evaluation Criteria For purposes of Education Code §47605(b)(1), a charter petition shall be "an unsound educational program" if it is either of the following:
(1) A program that involves activities that the State Board of Education determines would present the likelihood of physical, educational, or psychological harm to the affected pupils. (2) A program that the State Board of Education determines not to be likely to be of educational benefit to the pupils who attend.

Charter petition is "an unsound educational program". (Indicate "Yes" if denial is recommended for this reason.)	**No Recommend Approval**
Comments: The education program proposed by HTHL appears to be sound and based on the track record of its existing schools, it will likely result in increased academic performance by students. CDE staff believes this model is worthy of replication. CDE staff does have a few specific comments about some aspects of the education program as described in the charter petition. These comments are provided under each of the required elements below.	

II. *Education Code* §47605(b)(2)

DEMONSTRABLY UNLIKELY TO IMPLEMENT THE PROGRAM	
Evaluation Criteria The State Board of Education shall take the following factors into consideration in determining whether charter petitioners are "demonstrably unlikely to successfully implement the program."	
(1) If the petitioners have a past history of involvement in charter schools or other education agencies (public or private), the history is one that the State Board of Education regards as unsuccessful, e.g., the petitioners have been associated with a charter school of which the charter has been revoked or a private school that has ceased operation for reasons within the petitioners' control. (2) The petitioners are unfamiliar in the State Board of Education's judgment with the content of the petition or the requirements of law that would apply to the proposed charter school. (3) The petitioners have presented an unrealistic financial and operational plan for the proposed charter school. (See details: *Title 5, California Code of Regulations* §11967.5.1. (c)(3) (A-D)) (4) The petitioners personally lack the necessary background in the following areas critical to the charter school's success, and the petitioners do not have plan to secure the services of individuals who have the necessary background in these areas: A. Curriculum, instruction, and assessment. B. Finance and business management.	
Petitioners are "demonstrably unlikely to successfully implement the program". (Indicate "Yes" if denial is recommended for this reason.)	**No Recommend Approval**

Comments: The petitioners appear to have a good grasp of the requirements of the law and have a background in the financial and legal aspects of operating charter schools. HTHL has a past history of operating successful charter schools and the organization has expertise in curriculum and instruction as well as finance and business management. The budget contains detailed information about each of the proposed schools.

CDE staff notes that the petitioners have identified the San Diego County Office of Education as the agency they would like to establish accounts in the county treasury on HTHL's behalf in accordance with Title 5 regulations (Section 11967.8). HTHL has entered into discussions with the county office, which has indicated that it is willing to serve as the agency for HTHL schools located in San Diego County. However, the county is apparently unwilling to serve as a fiscal agent for schools located outside of San Diego County. This does not pose a problem for the first year, because both schools proposed for opening are within the county. However, in future years, the SBE may have to appoint a designated county office (as provided for in regulations) to be responsible for setting up accounts for HTHL. CDE staff will work with the petitioners to resolve this issue, if the petition is approved.

III. *Education Code* §47605 (b)(4)

Affirmation of each of the conditions described in subdivision (d) of Education Code §47605	
Evaluation Criteria A charter petition that "does not contain an affirmation of each of the conditions described in subdivision (d)" of *Education Code* Section 47605 shall be a petition that fails to include a clear, unequivocal affirmation of each such condition. Neither the charter nor any of the supporting documents shall include any evidence that the charter will fail to comply with the conditions described in *Education Code* Section 47605(d).	
Education Code §47605(d) (1) In addition to any other requirement imposed under this part, a charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability. Except as provided in paragraph (2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within this state, except that any existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school. (2) (A) A charter school shall admit all pupils who wish to attend the school. (B) However, if the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the district except as provided for in Section 47614.5. Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law. (C) In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and, in no event, shall take any action to impede the charter school from expanding enrollment to meet pupil demand.	
Charter petition contains an affirmation of each of the conditions described in subdivision (d) of *Education Code* §47605. (Yes or No.)	**No, not all affirmations included**

Comments: The petitioners have included the affirmations addressed in Education Code Section 47605. However, the regulations governing statewide benefit charter petitions (CCR Title 5, Section 11967.6(a)(5) and 11967.6(a)(10)) require the petitioners to provide assurances that the instructional services will be essentially the same at each school site and that HTHL will notify the school district and county superintendents where each school site is to be located at least 120 days prior to commencement of instruction. CDE staff recommends these assurances be included on the assurances page submitted by the petitioners.

IV. *Education Code* §47605 (b)(5)

REASONABLY COMPREHENSIVE DESCRIPTION OF THE SPECIFIED ELEMENTS

There are 16 Required Elements (A-P). Please indicate whether or not the information provided for each element overall meets the requirement for being "reasonably comprehensive" by circling the appropriate response at the end of each of the 16 sections.
"Reasonably comprehensive," as used herein, means that the given information: (1) Is substantive and is not, for example, a listing of topics with little elaboration; (2) For elements that have multiple aspects, addresses essentially all aspects of the elements, not just selected aspects; and (3) is specific to the charter petition being proposed, not to charter schools or charter petitions generally.

Required Element
1. Educational Program - *EC* §47605(b)(5)(A)

Evaluation Criteria	Yes	No
(A) Indicates the proposed charter school's target student population, including, at a minimum, grade levels, approximate numbers of pupils, and specific educational interests, backgrounds, or challenges.	**X**	
(B) Specifies a clear, concise school mission statement with which all elements and programs of the school are in alignment and which conveys the petitioners' definition of an "educated person in the 21st century, belief of how learning best occurs, and goals consistent with enabling pupils to become or remain self-motivated, competent, and lifelong learners.	**X**	
(C) Includes a framework for instructional design that is aligned with the needs of the pupils that the charter school has identified as its target student population.	**X**	
(D) Indicates the basic learning environment or environments (e.g., site-based matriculation, **independent study, community-based education, technology-based education).**	**X**	
(E) Indicates the instructional approach or approaches the charter school will utilize, including, but not limited to, the curriculum and teaching methods (or a process for developing the curriculum and teaching methods) that will enable the school's pupils to master the content standards for the four core curriculum areas adopted by the State Board of Education pursuant to Education Code section 60605 and to achieve the objectives specified in the charter.	**X**	
(F) Indicates how the charter school will identify and respond to the needs of pupils who are not achieving at or above expected levels.	**X**	
(G) Indicates how the charter school will meet the needs of students with disabilities, English learners, students achieving substantially above or below grade level expectations, and other special student populations	**X**	

(H) Specifies the charter school's special education plan, including, but not limited to, the means by which the charter school will comply with the provisions of Education Code section 47641, the process to be used to identify students who qualify for special education programs and services, how the school will provide or access special education programs and services, the school's understanding of its responsibilities under law for special education pupils, and how the school intends to meet those responsibilities.	**X**	

Required Element **1. Educational Program - *EC* §47605(b)(5)(A) - *CONTINUED***		
Evaluation Criteria	**Yes**	**No**
Note: If serving high school students, describes how district/charter school informs parents about: • transferability of courses to other public high schools • eligibility of courses to meet college entrance requirements (Courses that are accredited by the Western Association of Schools and Colleges (WASC) may be considered transferable and courses approved by the University of California (UC) or the California State University (CSU)as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements.)		**X**

Comments on element as a whole:
The petition as a whole is reasonably comprehensive and provides detailed descriptions of each of the evaluation criteria. However, there are a few areas that CDE staff recommend be amended if the SBE approves the charter petition. They are as follows:

Regional Occupation Programs (ROP) – the language of the petition states that the petitioners will work with the SBE to develop a method by which the school may access an equitable share of federally provided ROP funding. This language should be eliminated. The ACCS, as one of its recommended conditions of approval, strongly indicated that HTHL must resolve ROP programmatic and fiscal details themselves prior to schools' opening. Gaining admittance into an ROP program is similar to applying for admittance to a SELPA and HTHL must initiate that process. The SBE has neither the authority nor the responsibility to intercede on behalf of HTHL to secure admittance to any of these regional organizations.

Plan for Special Education – CDE staff recommends that HTHL provide additional information regarding how it intends to secure the resources typically needed by students with disabilities. For example, will it hire staff for each school or contract out for services? If HTHL is contracting for services, with whom is it contracting? HTHL has secured admittance into the Desert Mountain SELPA, but it is not clear if the SELPA intends on providing the necessary staff to support the school's special needs students.

Transferability of Credits – statute requires charter high schools to describe how they are going to notify parents of the transferability of courses to other high schools and the eligibility of courses to meet college entrance requirements. HTHL states that "upon request from parents" it will notify them of course transferability and eligibility. CDE staff recommends that all parents be notified as a matter of course, not just upon request. The current language places the burden on the parents to know to request such information.

***Overall* this element describes a program that is "consistent with sound educational practice" (Yes or No)**		**Yes**

Required Element **2. Measurable Pupil Outcomes - *EC* §47605(b)(5)(B)**		
Evaluation Criteria	**Yes**	**No**
(A) Specify skills, knowledge, and attitudes that reflect the school's educational objectives and can be assessed, at a minimum, by objective means that are frequent and sufficiently detailed enough to determine whether pupils are making satisfactory progress. It is intended that the frequency of objective means of measuring pupil outcomes vary according to such factors as grade level, subject matter, the outcome of previous objective measurements, and information that may be collected from anecdotal sources. To be sufficiently detailed, objective means of measuring pupil outcomes must be capable of being used readily to evaluate the effectiveness of and to modify instruction for individual students and for groups of students.		**X**
(B) Include the school's Academic Performance Index growth target, if applicable.	**N/A**	**N/A**
Comments on element as a whole: The petition contains many school-wide objectives that are quantifiable. However, the student outcomes described in the petition do not quantify expected numbers of students to perform and at what levels on the tests. CDE staff recommends that the Charter Schools Division work with HTHL over the next year to develop quantifiable and measurable student outcomes. Further, language under the section on the API states that it is the goal of HTHL that every site will achieve a statewide API ranking of 7 or higher by its fifth year of operation. This is inconsistent with the ACCS recommendation that all sites approved as part of this petition demonstrate student academic achievement annually as evidenced by a statewide API ranking of 7 or better or a similar schools ranking of 6 or better before additional schools may be added under the statewide benefit charter. CDE staff recommends HTHL amend language in the petition to be consistent with the condition that HTHL demonstrate annual achievement at these levels.		
***Overall* this element meets the criteria for "reasonably comprehensive" (Yes or No)**		**No**

Required Element **3. Method by Which Pupil Progress in Meeting the Pupil Outcomes Will Be Measured – *EC* §47605(b)(5)(C)**		
Evaluation Criteria	**Yes**	**No**
(A) Utilizes a variety of assessment tools that are appropriate to the skills, knowledge, or attitudes being assessed, including, at minimum, tools that employ objective means of assessment consistent with the Measurable Pupil Outcomes.	**X**	
(B) Includes the annual assessment results from the Statewide Testing and Reporting (STAR) program.	**X**	
(C) Outlines a plan for collecting, analyzing, and reporting data on pupil achievement to school staff and to pupils' parents and guardians, and for utilizing the data continuously to monitor and improve the charter school's educational program.	**X**	
Comments on element as a whole: Petition is reasonably comprehensive in addressing this element.		

***Overall* this element meets the criteria for "reasonably comprehensive" (circle one)**	**Yes**	

Required Element **4. Governance Structure of School Including, But Not Limited to, Parental Involvement – *EC* §47605(b)(5)(D**		
Evaluation Criteria	**Yes**	**No**
(A) Includes evidence of the charter school's incorporation as a non-profit public benefit corporation, if applicable.	**X**	
(B) Includes evidence that the organizational and technical designs of the governance structure reflect a seriousness of purpose necessary to ensure that: 1. The charter school will become and remain a viable enterprise. 2. There will be active and effective representation of interested parties, including, but not limited to parents (guardians). 3. The educational program will be successful.		**X**
Comments on element as a whole: The petition describes a number of activities that parent associations may undertake, such as creating newsletters, websites, student directories, etc. However, these activities do not appear to describe meaningful parent involvement in governance of the sites. If petitioners will receive federal funding under NCLB or the Perkins Vocational Education Act, there must be a formal parent involvement policy that reflects parents as being actively involved in the planning and implementation of the programs and activities funded with these federal funds. CDE staff recommends the charter be amended, if approved, to more explicitly address how parents will be involved.		
***Overall* this element meets the criteria for "reasonably comprehensive" (circle one)**		**No**

Required Element **5. Qualifications to be Met by Individuals to be Employed by The School – *EC* §47605(b)(5)(E)**		
Evaluation Criteria	**Yes**	**No**
(A) Identify general qualifications for the various categories of employees the school anticipates (e.g., administrative, instructional, instructional support, non-instructional support). The qualifications shall be sufficient to ensure the health, and safety of the school's faculty, staff, and pupils.		**X**
(B) Identify those positions that the charter school regards as key in each category and specify the additional qualifications expected of individuals assigned to those positions.	**X**	
(C) Specify that all requirements for employment set forth in applicable provisions of law will be met, including, but not limited to credentials as necessary.		**X**
Comments on element as a whole: The petition states that HTHL is well on its way to full compliance with NCLB highly qualified teacher provisions. However, the petition goes on to state that if the teacher of record cannot meet the NCLB requirements, students will have access to tutoring or consultation as needed with an NCLB compliant teacher. CDE staff is concerned that this language is not quite consistent with NCLB guidance issued by CDE in March 2004,		

which states that the "access to teachers meeting the requirement could be through in-person meetings or through distance learning arrangements." In other words, the school is still responsible for ensuring that teachers who teach core academic classes are NCLB compliant. It is not sufficient to provide only tutoring or consultation as needed. CDE staff recommends that, if approved, the petition be amended to ensure that all teachers of core academic courses are NCLB compliant.		
***Overall* this element meets the criteria for "reasonably comprehensive" (Yes or No)**		**No**

Required Element **6. Health and Safety Procedures – *EC* §47605(b)(5)(F)**		
Evaluation Criteria	**Yes**	**No**
(A) Require that each employee of the school furnish the school with a criminal record summary as described in Education Code section 44237.	**X**	
(B) Include the examination of faculty and staff for tuberculosis as described in Education Code section 49406.		**X**
(C) Require immunization of pupils as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school.		**X**
(D) Provide for the screening of pupils' vision and hearing and the screening of pupils for scoliosis to the same extent as would be required if the pupils attended a non-charter public school.		**X**
Comments on element as a whole: The petition states that HTHL will develop health, safety and risk management policies, but nothing is included with the petition. Further, CDE staff recommends that the petition, if approved, be amended to state that the employer rather than the employee will be responsible for obtaining criminal record summaries from the Department of Justice. This removes the potential for unscrupulous employees to tamper with records.		
***Overall* this element meets the criteria for "reasonably comprehensive" (Yes or No)**		**No**

Required Element **7. Means to Achieve a Reflective Racial and Ethnic Balance – *EC* §47605(b)(5)(G)**		
Evaluation Criteria	**Yes**	**No**
Recognizing the limitations on admissions to charter schools imposed by Education Code section 47605(d), describe the means by which the school (s) will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district.	**X**	
Comments on element as a whole: The petition is reasonably comprehensive in addressing this element.		
***Overall* this element meets the criteria for "reasonably comprehensive" (Yes or No)**	**Yes**	

Required Element **8. Admissions Requirements – *EC* §47605(b)(5)(H)**		
Evaluation Criteria	**Yes**	**No**
A description of admission requirements in compliance with the requirements of Education Code section 47605(d) and any other applicable provision of law.	**X**	
Comments on element as a whole: The petition lists a priority for admissions that includes returning students at a site, children of employees or board members of HTHL sites, children of employees or board members of the High Tech High Foundation and of HTHL, children who are being promoted or are transferring from another HTHL school, and all other students. CDE staff recommends that HTHL provide information on what percentage of the student body is expected to fall under these preferences. CDE staff further recommends that a 10% limitation be placed on the number of students out of total enrolled who may be given priority preference each year.		
***Overall* this element meets the criteria for "reasonably comprehensive" (Yes or No)**		**No**

Required Element **9. Financial Audit – *EC* §47605(b)(5)(I)**		
Evaluation Criteria	**Yes**	**No**
Describe the manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.		
(A) Specify who is responsible for contracting and overseeing the independent audit.	**X**	
(B) Specify that the auditor will have experience in education finance.		**X**
(C) Outline the process of providing audit reports to the State Board of Education, California Department of Education, or other agency as the State Board of Education may direct, and specifying the timeline in which audit exceptions will typically be addressed.	**X**	
(D) Indicate the process that the charter school(s) will follow to address any audit findings and/or resolve any audit exceptions.	**X**	
Comments on element as a whole: The petition is reasonably comprehensive in addressing this element. However, CDE staff recommends that HTHL be directed to employ an audit firm listed on the State Controller's Office list of approved auditors if this petition is approved.		
***Overall* this element meets the criteria for "reasonably comprehensive" (Yes or No)**	**Yes**	

Required Element **10. Pupil Suspension and Expulsion Procedures– *EC* §47605(b)(5)(J)**		
Evaluation Criteria	**Yes**	**No**
(A) Identify a preliminary list, subject to later revision pursuant to subparagraph (E), of the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) *be* suspended and, separately, the offenses for which students in the charter school must (where non-discretionary) or may (where discretionary) be expelled, providing evidence that the petitioners' reviewed the offenses for which students must or may be suspended or expelled in non-charter public schools.		**X**
(B) Identify the procedures by which pupils can be suspended or expelled.	**X**	
(C) Identify the procedures by which parents, guardians, and pupils will be informed about reasons for suspension or expulsion and of their due process rights in regard to suspension or expulsion.		**X**
(D) Provide evidence that in preparing the lists of offenses specified in subparagraph (A) and the procedures specified in subparagraphs (B) and (C), the petitioners reviewed the lists of offenses and procedures that apply to students attending non-charter public schools, and provide evidence that the charter petitioners believe their proposed lists of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serve the best interests the school's pupils and their parents (guardians).		**X**
(E) If not otherwise covered under subparagraphs (A), (B), (C), and (D): 1. Provide for due process for all pupils and demonstrate an understanding of the rights of pupils with disabilities in regard to suspension and expulsion. 2. Outline how detailed policies and procedures regarding suspension and expulsion will be developed and periodically reviewed, including, but not limited to, periodic review and (as necessary) modification of the lists of offenses for which students are subject to suspension or expulsion.		**X**
Comments on element as a whole: The petition addresses suspension and expulsion procedures in very general terms. If approved, CDE staff recommends the petition be amended to address the above criteria with specificity.		
***Overall* this element meets the criteria for "reasonably comprehensive" (Yes or No)**		**No**

Required Element **11. Staff Retirement System – *EC* §47605(b)(5)(K)**		
Evaluation Criteria	**Yes**	**No**
Describes the manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security, at a minimum, specifies the positions to be covered under each system and the staff who will be responsible for ensuring that appropriate arrangements for that coverage have been made.		**X**
Comments on element as a whole: The petition does not describe the positions to be covered under each system, nor does it describe who will be responsible for ensuring that		

appropriate arrangement for coverage have been made. The charter petition needs to address this element if approved by the SBE.		
***Overall* this element meets the criteria for "reasonably comprehensive" (Yes or No)**		**No**

Required Element **12. Attendance Alternatives – *EC* §47605(b)(5)(L)**		
Evaluation Criteria	**Yes**	**No**
Describes the public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools, at a minimum, specify that the parent or guardian of each pupil enrolled in the charter school shall be informed that the pupils has no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency.		**X**
Comments on element as a whole: The petition should be amended to include language stating "...that the parent or guardian of each pupil enrolled in the charter school shall be informed that the pupil has no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency."		
***Overall* this element meets the criteria for "reasonably comprehensive" (Yes or No)**		**No**

Required Element **13. Description of Employee Rights – *EC* §47605(b)(5)(M)**		
Evaluation Criteria	**Yes**	**No**
The description of the rights of any employees of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school, at a minimum, specifies that an employee of the charter school shall have the following rights:		
(A) Any rights upon leaving the employment of a local education agency to work in the charter school that the local education agency may specify.		**X**
(B) Any rights of return to employment in a local education agency after employment in the charter school as the local education agency may specify.		**X**
(C) Any other rights upon leaving employment to work in the charter school and any rights to return to a previous employer after working in the charter school that the State Board of Education determines to be reasonable and not in conflict with any provisions of law that apply to the charter school or to the employer from which the employee comes to the charter school or to which the employee returns from the charter school.		**X**

Comments on element as a whole: CDE staff recommends the petition be amended to add language from the above criteria that states charter school employees have any rights upon leaving or returning to employment in a local education agency (LEA) that the LEA may specify, and any other rights that the SBE determines to be reasonable and not in conflict with any other applicable provisions of law.		
***Overall* this element meets the criteria for "reasonably comprehensive" (Yes or No)**		**No**

Required Element **14. Dispute Resolution Process – *EC* §47605(b)(5)(N)**		
Evaluation Criteria	**Yes**	**No**
Describes the procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter, at a minimum:		
(A) Include any 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. (CCR 11967.5.1)	**N/A**	
(B) Describe how the costs of the dispute resolution process, if needed, would be funded.	**X**	
(C) Recognize that, because it is not a local education agency, the State Board of Education may choose 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.	**X**	
(D) Recognize 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 *EC* 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.	**X**	
Comments on element as a whole: CDE staff recommends that the 30 day timeline for arbitration proceedings to be held, concluded, and a decision rendered in the event of a dispute with HTHL be changed to 90 days instead. Thirty days is an unrealistic timeline in which to conduct the entire process.		
***Overall* this element meets the criteria for "reasonably comprehensive" (Yes or No)**	**Yes**	

Required Element **15. Labor Relations – *EC* §47605(b)(5)(O)**		
Evaluation Criteria	**Yes**	**No**
Contains a declaration of whether or not the district shall be deemed the exclusive public school employer of the employees of the charter school(s) for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code), recognizes that the State Board of Education is not an exclusive public school employer and that, therefore, the district must be the exclusive public school employer of the employees of the charter school(s) for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code).	**X**	
Comments on element as a whole: The petition is reasonably comprehensive in addressing this element.		
***Overall* this element meets the criteria for "reasonably comprehensive" (Yes or No)**	**Yes**	

Required Element **16. Closure of Charter School – *EC* §47605(b)(5)(P)**		
Evaluation Criteria	**Yes**	**No**
Describes the procedures to be followed if the charter school closes.		
(A) The process for conducting a final audit of the charter school/district that includes specific plans for disposition of any net assets, and	**X**	
(B) The process for notifying parents/guardians and for the maintenance and transfer of pupil records.	**X**	
Comments on element as a whole: The petition is reasonably comprehensive in addressing this element.		
***Overall* this element meets the criteria for "reasonably comprehensive" (Yes of No)**	**Yes**	

V. *EDUCATION CODE* §47605 (c)

REQUIREMENTS SET FORTH IN *EC* §47605 (c)		
Specific evidence, procedures and/or assurance (check appropriate box for each)	**Yes**	**No**
Evaluation Criteria (1) Meets all statewide standards and conducts pupil assessments required pursuant to *EC* §60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. Statement of assurance and list of pupil assessments included in petition.	**X**	
(2) Consults on a regular basis with parents and teachers regarding the school's educational programs. Describes parental and teacher participation regarding the educational program.		**X**

Comments: See comments under Element #4, regarding parent participation in governance, and the planning of programs and activities.		
This criterion has been met (Yes or No).		**No**

VI. *EDUCATION CODE* §47605 (d)

REQUIREMENTS SET FORTH IN *EC* §47605 (d)		
Specific evidence, procedures and/or assurance (check appropriate box for each)	**Yes**	**No**
Evaluation Criteria (1) Statements of assurance are provided stating that district and/or charter school(s) shall be nonsectarian in its programs, admission policies, employment practices, and all other operations; shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability. Also that admission to the district and/or charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within this state. (Note: Any existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school.)	**X**	
(2) (A) A charter school shall admit all pupils who wish to attend the school. (B) If the number of pupils who wish to attend a charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. (Note: Preference shall be extended to pupils currently attending the charter school and pupils who reside in the district except as provided for in *EC* §47614.5. Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law.) Describes how public random drawing will be conducted. Clearly describes admissions requirements, including any preferences (must be consistent with the law). (C) In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and, in no event, shall take any action to impede the charter school from expanding enrollment to meet pupil demand.	**X**	
Comments: The petition is reasonably comprehensive in addressing this element.		
This criterion has been met (Yes or No).	**Yes**	

VII. *EDUCATION CODE* §47605 (e)

REQUIREMENTS SET FORTH IN *EDUCATION CODE* §47605 (e)		
Specific evidence, procedures and/or assurance (check appropriate box)	**Yes**	**No**
Evaluation Criteria No governing board of a school district shall require any employee of the school district to be employed in a charter school. Statement of assurance included in petition.	**X**	
Comments: The criterion has been met**.**		
This criterion has been met (circle one).	**Yes**	

VIII. *EDUCATION CODE* §47605 (f)

REQUIREMENTS SET FORTH IN *EDUCATION CODE* §47605 (f)		
Specific evidence, procedures and/or assurance (check appropriate box)	**Yes**	**No**
Evaluation Criteria No governing board of a school district shall require any pupil enrolled in the school district to attend a charter school. Statement of assurance included in petition.	**X**	
Comments: The criterion has been met.		
This criterion has been met (Yes or No).	**Yes**	

IX. *EDUCATION CODE* §47605 (g)

REQUIREMENTS SET FORTH IN *EDUCATION CODE* §47605 (f)		
Specific evidence, procedures and/or assurance (check appropriate box)	**Yes**	**No**
Evaluation Criteria The petitioner or petitioners shall provide information regarding the proposed operation and potential effects of the school including, but not limited to:		
1) Facilities to be used by the school including where the school intends to locate	**X**	
2) Manner in which administrative services of the school are to be provided	**X**	
3) Potential civil liability effects, if any, upon the school and upon the school district	**X**	
4) First-year operational budget, including startup costs	**X**	
5) Cash flow and financial projections for the first three years of operation	**X**	
Comments: Tentative sites have been identified for both the Escondido and Chula Vista schools proposed to open in 2006.		
This criterion has been met (Yes or No).	**Yes**	

High Tech High Learning

**A MODEL APPLICATION TO OPERATE
A STATEWIDE BENEFIT CHARTER SCHOOL**

June 13, 2005

**For Presentation to
the**

State Board of Education

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INTRODUCTION TO STATEWIDE BENEFIT CHARTER APPLICATION

In a recent white paper, *Improving Student Achievement in California's High Schools,* the California Department of Education finds that "the majority of California's 1,7000,000 high school students simply are not reaching the academic levels needed to succeed in tomorrow's economy, in postsecondary education, or as effective citizens."[1] High Tech High was created precisely to address this problem.

Launched by a coalition of San Diego civic leaders and educators in September 2000, the Gary and Jerri-Ann Jacobs High Tech High is a small public charter school serving 450 students. The school combats the twin issues of student disengagement and low academic achievement by creating a personalized, project-based learning environment where students are known well and challenged to meet high expectations.

At High Tech High, all students use technology to engage in scientific, mathematical, literary, historical, and artistic pursuits. The curriculum is rigorous, providing the foundation for entry and success at the University of California and elsewhere. Assessment is performance-based: students develop projects, solve problems, and present findings to community panels. The learning environment extends to the community beyond school: all students must complete academic internships in local businesses or non-profit organizations. Over the past three years, HTH students have completed 350 internships in 135 organizations.

The track record of HTHL schools in San Diego demonstrates that our innovative approach to secondary education works for all students. All 155 students in the first two graduating classes in 2003 and 2004 were admitted to college, and all have entered. Of these, 58% were first generation college attendees as defined by the University of California system. On state accountability measures, High Tech High scores near the top statewide in raw scores on standardized tests and scored second among 100 similar schools in terms of achievement of Latino and socioeconomically disadvantaged students. High Tech High was the only high school in San Diego Unified to score 10,10 API rankings for three consecutive years.

As High Tech High has grown as an organization, we have received local and national attention for our innovative approach to education, including funding from the Bill & Melinda Gates Foundation to support the development of High Tech High-modeled schools nationwide. We have also established HTH Learning (HTHL), a nonprofit public benefit corporation whose mission is to

[1] http://www.cde.ca.gov/eo/in/se/yr05highschoolwp.asp

support the development of new High Tech High schools. Finally, we have become the first charter school organization in the State of California to receive authorization from the California Commission on Teacher Credentialing to operate a teacher credentialing program.

Encouraged by our success to date, HTHL has articulated a Theory of Action for expanding the High Tech High model, comprising four key strategies:

- ***Inspire*** others to implement HTH design principles by serving as an exemplary model school;
- ***Enable*** others to establish schools adopting HTH design elements by making available tangible tools and support;
- ***Enact*** change by directly establishing and managing new HTH schools; and
- ***Influence*** policy makers and thought leaders to improve the ecosystem within which public schools operate.

These four strategies have already contributed to a change in the local climate that is now strongly supportive of high school reform efforts:

- High Tech High has served as an inspiration to the San Diego community by creating a successful small public high school which hosts visits from many local educators, politicians and community leaders.
- We have helped enable reform with the San Diego Unified School District by providing key supports to district staff as they prepared their Gates Application that is resulting in the breakdown of three high schools into 16 autonomous small schools;
- We have enacted change directly by opening additional schools in San Diego as applications for admission to HTH grew far beyond our capacity to serve students
- We diplomatically exerted influence with San Diego to encourage policy makers to adopt policies that support innovative schools like HTH.

San Diego is now witnessing a broad scale transformation of its public high schools to adopt practices that have been commonplace at HTH since our inception. We are optimistic that by more broadly applying the four hallmarks of our change theory, we may have a profound impact on secondary education in the State of California.

Therefore, HTHL submits this petition to establish a Statewide Benefit Charter School to the State Board of Education. Under this charter petition, HTHL would open 10 sites over the next 4-5 years, each serving approximately 470 students in grades 9-12. We believe that the opening of such sites in many different regions will allow HTHL and the SBE to catalyze an improvement of

educational options available to secondary students across the State of California.

Creating a Statewide Benefit and Demonstrating Need for Chartering at a Statewide Level

California's schools are not serving students effectively. Only 70% of enrolling ninth graders graduate four years later, and a meager 23% of those ninth graders will graduate with a grade of "C" or better in the courses required to qualify for the University of California and California State University systems.[2] Broken down by racial groups, the weaknesses of our schools are even more apparent. Only 12% of Latinos graduate with mastery to qualify for university systems, compared to 14% of African Americans, 31% of white students, and 50% of Asian Americans.[3]

These statistics are not simply abstract figures—they represent a crisis in our schools that not only diminishes the likelihood of social mobility for the underserved, but also threatens our state's premier status in the global economy. The statistics occur at a time when California's workforce is undergoing a radical transformation requiring that the state's workers possess the knowledge-based skills needed to maintain competitiveness with global sources of labor which are increasingly better-educated and better positioned, via information technology, to compete for jobs in our state. As such, it is during this unique era when the greatest social challenge of our time – providing more equitable opportunities for historically underserved racial and socioeconomic groups – merges with the greatest economic imperative of our time – improving workforce competitiveness – that High Tech High Learning submits this application to operate a Statewide Benefit Charter School.

We firmly believe that the HTHL Statewide Benefit Charter School will provide statewide benefit to the pupils, to communities, to the state and to the school itself as is demonstrated below:

Benefit to Pupils

As ever, our first focus is on our students. Specifically, we believe that the HTHL Statewide Benefit Charter School will :

Provide Pupils with Innovative Learning Opportunities

[2] "California: Only 70% graduate high school on time, Less than 1 in 4 have 'C' grade in core college courses," Knight, Heather. San Francisco Chronicle. June 4, 2004. (http://sfgate.com/cgi-bin/article.cgi?f=/c/a/2004/06/04/BAGJ370QUK1.DTL)
[3] *Ibid*.

- We believe that in order to change educational outcomes, we must change our pedagogical approach, which is why High Tech High schools offer an instructional program featuring the design principles of Personalization, Adult-world Connection and Common Intellectual Mission. These design elements find full expression in HTH schools, which demonstrate project-based learning, interdisciplinary teaching, and frequent public presentations of student work.
- We also hold the view that every student should be prepared for both the world of college and meaningful careers when they graduate from high school. Thus we offer all our students rigorous, college-preparatory curriculum and real-world work experience which prepares them to be successful citizens in 21st century America.
- We believe that the integration of academic and vocational programs best prepares students to succeed in an economy that requires workers to not only have the book smarts necessary to solve complex problems, but to have the hands-on skills necessary to apply learning to real-world situations.

Provide Pupils with Small, Integrated Learning Environments

- We believe that, in sharp contrast to the comprehensive high school model, students thrive best when they are enrolled within a school community small enough to know them well. HTH schools are small schools, approximately 450 students, with class sizes smaller than 25, where all students are assigned an advisor who visits the student and the family in their home and grows to know the students well. Core classes are taught in two-hour interdisciplinary blocks where teachers have enough time with students to know them individually. Instead of teachers having a student load of 150-180 students as is common in comprehensive high schools, teachers of the HTHL Statewide Benefit Charter School maintain a teaching load averaging approximately 50-60 students, further ensuring that students are well-known by school staff.
- We believe that one way to address the California-wide challenge of low-performing high schools is to create integrated learning environments which bring together students from neighborhoods with a high prevalence of Program Improvement schools with students who have historically been better served by our public education system. The outreach and admissions procedures used by the HTHL Statewide Benefit Charter School are designed to achieve, to the extent permissible under law, a student body within each site that represents the demography of the larger surrounding area, allowing for a level of integration that is not commonly found in California's public schools.
- We also hold the view that it is imperative to avoid intra-school racial and socioeconomic segregation that is commonly found within traditional public schools that group students by ability. Sites of the

HTHL Statewide Benefit Charter School will not group students by ability but will instead maintain a common intellectual mission where students of all demographic groups are provided the same college preparatory curriculum and where all students will be expected upon graduation to enroll in an institution of higher learning.

Provide Pupils with Ongoing Support after Graduation

- Finally, we believe that high school graduates, especially first-generation college attendees, require support beyond high school graduation to ensure success in institutions of higher learning. This is why we have created the HTH Alumni Program, which maintains relationships with HTH alumni and supports them while they are enrolled in colleges and universities.

Benefit to Communities

The HTHL Statewide Benefit Charter School has worked in extensive collaboration with communities in different regions of California. Collaboration has included significant interaction with elected officials, civic groups, business leaders, representatives of community based organizations and parent groups. We believe that a continuation of this collaborative approach will result in sites being established which create benefit within the local communities where our sites will be located.

Specifically, we believe that the HTHL Statewide Benefit Charter School will :

Achieve Greater Civic Level Support for the Creation of Innovative High Schools

- Many of the HTHL Statewide Charter School sites already enjoy high levels of support from local civic leaders who wish to see HTHL sites catalyze redevelopment efforts or other local civic initiatives. As an example, we point to the proposed National City site which would be part of a larger collaboration between the City of National City, the Sweetwater Union High School District, local universities and local community based organizations to create a 20 block redevelopment that would serve the economic and educational interests of the community for years to come. The presence of HTH is seen by local leaders as an incentive for other partners to join the discussion, allowing for the development of a vision that will result in the sharing and pooling of community resources at a level that is unprecedented for the area.
- The flexible, project-based nature of HTH programs allows the sites to engage in project work that actually serves the civic interests of local communities. Students also engage in academic internships in public agencies or community-based organizations addressing local

problems. This has led to a high level of integration and collaboration between site programs and civic institutions. At our flagship site, for example, one student's internship and senior thesis involved serving as the chair of the mayor's student advisory council.

Engage and Enroll Local Business Communities to Support Public Education

- High Tech High has a proven track record of encouraging local business leaders to provide higher-profile leadership in public education. More than 40 San Diego based companies participated in the discussions which led to the creation of our original schools in San Diego. Many of the participants had grown frustrated because of the poor returns that their previous investments in the traditional public education system had generated. The success of HTH programs to date has re-instilled a level of confidence in the business community that their involvement can in fact make a crucial difference in public education. The business community's support for HTH programs only continues to grow, allowing for a level of business community engagement that has little precedent in the San Diego region.
- High Tech High also has a proven track record of recruiting local businesses to offer academic internships to students. Approximately 80-85 for-profit businesses have participated in our internship program over the past four years and our San Diego schools currently have many more offers for internships than there are students to fill them. Businesses' engagement in the internship program increases their employees' understanding of public education issues, and we have found that businesses become more supportive as they understand how specifically they may participate in public education.
- Approximately 20-25 for-profit companies have made sizable financial contributions to support the development of specific HTH initiatives and we find that the generosity of the business community only grows as HTH continues to deliver improved outcomes for students.

Leverage Community Assets to Improve Student Access to Learning Opportunities

- Many of the sites of the HTHL Statewide Benefit Charter School are establishing relationships with local community based organizations that are wanting to increase their support for public education. As an example, we point to preliminary conversations regarding the HTH Escondido site, which have involved the San Diego Wild Animal Park. The Park has developed a renowned animal hospital and research facility that could be laboratories for student learning. Thus far, however, the Park has found it difficult to partner with traditional public schools which do not have the flexibility necessary to make full use of Park assets. The involvement of HTHL, then, may allow the

Escondido community to leverage community learning resources that have heretofore gone underused.

Benefit to the State

We believe that the HTHL Statewide Benefit Charter School will assist the state to address critical statewide problems. Specifically, the school will:

Dovetail with other high priority state initiatives to improve educational opportunity for all students

- Forward thinking policy makers in the State of California have directed the state's focus toward making successful secondary school models more available to all public school students, particularly to those living in low-income areas. Both Governor Schwarzenegger's Failing Schools Initiative and State Superintendent O'Connell's High Performing High Schools program are designed to address the state's crisis in secondary education. It is in the spirit of wanting to do our part to assist the Governor and the State Superintendent in their important work that HTHL submits this Statewide Charter School Application.
- As has been well documented, the number of California students who attend, or who will be soon attending Program Improvement schools, is growing at an alarming rate. The state is now engaged in high-level efforts to improve learning opportunities for students attending Program Improvement schools. By making concerted efforts to locate our sites in areas eligible for New Markets Tax Credits – areas identified by the Federal Government to be low income areas – HTHL will have access to the very students that the state is most motivated to improve services for.

Graduate Students with the Skills Necessary to Meet the Workforce Needs of the 21st Century

- As was quoted above, only a small percentage of students attending California public schools are graduating prepared to be successful in institutions of higher learning and the workforce. By creating a Statewide Benefit Chart School that will ultimately serve approximately 4,500 to 4,700 students in communities across California, HTH Learning will be able to graduate more than a 1,000 students annually who will have completed all A-G requirements and who will enroll in and be prepared to be successful in institutions of higher learning.
- A constant refrain being heard from the major employers of the State of California is that our education system is not producing workers with the ability to solve real-world problems using knowledge-based skills. High Tech High's project-based, multi-disciplinary instructional approach was designed specifically to address this problem. In addition, by situating a significant portion of student learning in an

adult/professional milieu, our students are developing a better understanding for how their learning in school has direct application to real-world problems.

Address the State's Critical Shortage of Highly Qualified Teachers

- The State of California is clearly challenged by No Child Left Behind to recruit and train Highly Qualified Teachers. HTHL, as the first charter school organization authorized to operate its own teacher credentialing program, is doing its part to address California's critical teacher shortage. By drawing into the public school system – many times directly from industry or from graduate- level programs in highly reputable universities – large numbers of high achieving individuals with deep content knowledge, especially in the areas of math and science, HTHL is credentialing a new generation of teachers who are having a profound impact on students. As we know from our own interviews with newly hired teachers, HTHL is able to recruit such talented people precisely because we offer a credentialing program that is inexpensive to the participants, convenient, and of great relevance because it is implemented within the context of our highly successful schools.
- Currently, on an ongoing basis, approximately 1 in 5 HTHL teachers are enrolled in our teacher credentialing program. Under this Statewide Charter School Application, HTHL estimates that it will employ over 250 additional teachers at HTHL sites across California. If the current percentage of HTHL teachers participate in the program going forward, HTHL will provide 50 new highly-qualified teachers annually to different communities across the state of California.

Benefit to the School

Aside from providing statewide benefit to the pupils, communities and to the state itself, HTHL is also seeking the HTHL Statewide Benefit Charter School because our organization understands that it is not possible to create the benefits described in this application in any manner except through statewide chartering by the SBE. As such, receiving a statewide charter from the SBE would be of great benefit to the school itself.

Specifically, we believe that the following aspects of our program, each providing benefit to the pupils, communities and the state as well as to the HTHL organization itself, <u>would only be possible through the establishment of this Statewide Charter School</u>.

Locating HTHL sites where they may serve students who would otherwise be required to attend California's failing schools

- HTHL is doing its part to address California's critical need to provide students currently attending Program Improvement schools other enrollment alternatives. By adopting a lottery system based upon zip codes that creates ample enrollment slots for students from Program Improvement schools, by heavily recruiting in neighborhoods with high numbers of Program Improvement schools, and by locating our sites in low income areas with close proximity to many Program Improvement schools, the HTHL Statewide Benefit Charter School is ensuring that many students who would otherwise be required to attend Program Improvement Schools in many different communities across California will have improved enrollment alternatives.
- To offer students all of the instructional innovations contained within the HTH model requires that HTHL develop facilities that are conducive to our program. Building such facilities, ones that meet all HTH architectural design specifications, is an expensive undertaking. HTHL estimates that it invests approximately $9 million in each new high school facility. Because HTHL seeks to locate sites in areas eligible for New Markets Tax Credits (NMTCs), HTHL estimates that under this Statewide Charter School approximately $90 million in modern school facilities will be located in communities identified by the federal government to be low-income areas.
- To take on the challenge of financing such a large-scale initiative to locate innovative school facilities in low income areas of California, HTHL is assisting in the development of a Community Development Enterprise (CDE), which will apply for NMTCs. The investment strategies and parameters of the CDE are being specifically written to support the establishment of innovative small schools in the State of California. Because CDE applications for NMTCs are highly competitive, it is crucial that CDE be able to show to those evaluating the NMTC application that HTHL has the authority to open many sites in different low income areas across California. That may only be demonstrated through approval of this Statewide Charter School Application. Short of fundraising $4-5 million per facility – an impractical amount of fundraising – HTHL is not aware of another method that would allow for the financing of HTH facilities. <u>As such, the only way that HTHL can accomplish its goal of locating many new schools within low-income areas in California is to do so within the context of this Statewide Charter School Application.</u>

Addressing California's critical shortage of highly qualified teachers

- To have the capacity to operate the teacher credentialing program at the scale described above, HTHL will have to make significant

investments in its CTC approved program, including investing in information technology to enable remote learning and hiring highly trained and talented staff to support the program. For HTHL to make such investments, it must know with certainty that it has the authorization to open programs at the scale described in this Statewide Charter School Application. As such, the only way that HTHL can make the kind of contribution described above regarding California's teacher shortage is to do so within the context of this Statewide Charter School Application.

Supporting Alumni enrolled in colleges and universities across California

- While great focus has been placed of late upon the crisis in secondary education, another pressing problem is the low completion rates for students enrolled in institutions of higher learning. The problem is particularly acute among first-generation college attendees. Recent statistics suggest that fewer than 20% of first generation college attendees complete their degrees within 6 years of initiating their studies. The HTH Alumni Program was created to address this problem by tracking alumni post graduation, creating supports for all graduates as they progress through institutions of higher learning, and, when necessary, offering intervention to assist those who may be struggling – especially those who are first-generation college attendees.
- Currently, HTH alumni are enrolled in colleges and universities across the state of California. One way that HTHL supports alumni is by using our existing schools as bases of support, developing alumni resource centers that provide face-to-face counseling, offering wok-study employment and other assistance to alumni. While HTH is having little difficulty doing so for students attending schools in central San Diego, our ability to provide such ongoing assistance to our grads attending schools outside San Diego is severely limited. As HTHL sites open under this Statewide Benefit Charter, the sites will enable fuller implementation of supports to alumni attending colleges and universities outside San Diego.
- Within the next five years, HTHL intends to develop the capacity to provide onsite assistance to our alumni attending schools in San Diego, San Bernardino, San Mateo and Santa Clara Counties, with a long term goal of providing onsite assistance to alumni in many other locations across California. It is not practical to seek charters in as many locations as HTH alumni will attend colleges and universities, and it is certain that some local chartering authorities near universities attended by HTH alumni are hesitant if not unwilling to issue charters to HTHL. As such, the only way that HTHL can ensure that it will be able to improve college completion

rates of its alumni – especially those of first generation college attendees – is to do so within the context of this Statewide Charter School Application.

Finally, High Tech High, as one of the strongest brands in the national charter school movement – known both for delivering exceptional academic outcomes and for following sound management practices – understands that a unique opportunity exists for partnership with the SBE to develop a model authorizer-operator relationship. As the charter school movement in California moves well into its second decade, it is incumbent upon both operators and authorizers to demonstrate that collaboration around efficient and thorough chartering and oversight can become a hallmark of the larger movement. HTHL pledges to work in partnership with the SBE to maintain a high level of transparency and documentation about how charter operations and oversight activities occur within the context of this Statewide Benefit Charter School. It is our hope that this transparency and documentation may serve as a resource for other authorizers and operators in the state wanting to adopt improved oversight practices. Ultimately, then, it is our intention that the HTHL Statewide Benefit Charter School lead to invigorated relationships between authorizers and operators across California - relationships which would better support the development of highly innovative, autonomous and accountable charter schools.

FOUNDING GROUP

High Tech High was originally conceived by an ad hoc group of about 40 civic leaders, high tech industry leaders and educators in San Diego, assembled by the Economic Development Corporation and the Business Roundtable. This group met regularly in 1995-96 to discuss the challenge of finding qualified individuals for the high-tech work force, particularly women and people of color. By 1997, as the group grew less optimistic about the capacity of the local schools to graduate students with basic skills and problem-solving abilities, members began to consider starting a school. Gary Jacobs, Director of Education Programs at Qualcomm, and Kay Davis, Director of the Business Roundtable, were key participants in this discussion.

In 1998 the High Tech High founding group hired Larry Rosenstock to develop and implement a new small high school to address this need. The founding group was clear about its intent: to create a school where students would be passionate about learning and would acquire the basic skills of work and citizenship. Rosenstock, a former carpentry teacher, lawyer, and educator who had recently directed the U.S. Department of Education's New Urban High School project, brought to the project a vision and a sense of the design principles by which this mission might be accomplished. From January 1998 to the opening of High Tech High in September of 2000, Rosenstock and the founding group, led by Gary Jacobs, worked in tandem, Rosenstock locating a

site, preparing the charter application, hiring staff, and overseeing the development of the program, while Jacobs and the business community took the lead in addressing issues of financing and facilities development. Rosenstock was supported in these efforts by two other educators from the New Urban High School project: Rob Riordan, an expert in project-based learning and bridging academic content with vocational education methodologies, and David Stephen, an architect and graphic designer with extensive experience designing educational environments. Riordan and Stephen continue to work with HTHL and support expansion efforts.

The Gary and Jerri-Ann Jacobs High Tech High, the flagship High Tech High school, opened in 2000 and rapidly demonstrated the success of this educational model for a diverse population of students. As demand has grown, we opened a middle school, High Tech Middle, in 2003 and a second high school, High Tech High International, in 2004. And as our brand recognition spreads, new potential partners approach us to discuss possible opportunities for further expansion. Colleagues in the Bay Area, San Bernardino County, and across San Diego County have approached HTHL about starting High Tech High schools in their local communities. Some of these colleagues will serve side by side with trustees from the Board of Directors of HTHL on the governing boards of the new schools to be opened under this Statewide Benefit Charter School. As such, we feel that the founding group for our Statewide Charter is an optimal blend of representatives of the local communities where we intend to operate new schools and representatives of our central organization that provides crucial program supports and ensures quality.

HTHL takes a “mitochondria” approach to new school development, on the assumption that a replication effort is more likely to be successful if there is a base of experience with the High Tech High model in the founding “nucleus.” As HTHL commits to opening new schools, current staff are surveyed to determine if any qualified employees wish to assume leadership roles at the new sites. If no existing qualified employees are interested in the new positions, HTHL will recruit instructional leaders and lead teachers from the community where the school will be located, with the agreement that these new employees wishing to become HTH principals or lead teachers will be required to work for at least three months in an existing HTH school. We will assist staff recruited from distant areas to find temporary housing near an existing HTH school. Ideally, we seek for each new school to be led by a combination of experienced HTH staff and local teacher-leaders from the area where the school is to be located.

EDUCATIONAL PHILOSOPHY AND PROGRAM

Mission

The mission of High Tech High schools is to provide students with rigorous and relevant academic and workplace skills, preparing its graduates for

postsecondary success and productive citizenship. The primary goals of High Tech High schools are:

- To integrate technical and academic education in schools that prepare students for post-secondary education and for leadership in the high technology industry.
- To increase the number of educationally disadvantaged students in math and engineering who succeed in high school and post-secondary education and become productive members and leaders in the new economy, particularly in California.
- To provide all HTH students with an extraordinary education, and to graduate students who will be thoughtful, engaged citizens prepared to take on the difficult leadership challenges of the 21st century.

Educational Philosophy

High Tech High is guided by three design principles.

Personalization: HTH personalizes the learning by providing an advisor for each student and encouraging students to pursue personal interests through projects. Each student creates a personal digital portfolio of work samples and reflections on learning.

Adult World Connection: High Tech High students engage in real world projects that enable them to learn while working on problems of interest and concern to the larger community. All students in 11th grade engage in off-site, semester-long, academic internships. Younger students prepare for this experience through worksite visits and “power lunches” at the school, where adults from the community discuss their work lives and choices.

Common Intellectual Mission: Centered on the five High Tech High *Habits of Mind* (perspective, evidence, relevance, connection, and supposition), our curriculum is engaging and rigorous. Our schools avoid “tracking” and other forms of ability grouping, and our curriculum ensures that that all students who graduate from HTH high schools meet the University of California A-G requirements.

High School Programs

All core courses at High Tech High in San Diego have been approved by the University of California. We anticipate that courses offered at all HTH schools are as transferable as those of a traditional district high school to other schools, and are recognized as such by colleges and universities. The flagship High Tech High recently received six-year accreditation by WASC, and we will support all HTH schools to achieve full accreditation as well. Student transcripts take a standard form for universal acceptance. We routinely inform prospective parents and students of such matters in public meetings and school publications,

including recruiting materials, parent and student handbooks, website text and occasional newsletters.

Students to be Served

High Tech High schools established under the Statewide Benefit Charter will be high schools serving approximately 470 students in grades 9-12 (100-120 students per grade). In San Diego and other locales where HTH-affiliated schools are established, we strive to serve a population of students that represents the racial, ethnic and socioeconomic diversity of the local community. The target composition for each school will differ depending on the community, but we will design a legally admissible admissions process that ensures a high degree of student diversity.

Curriculum and Instructional Design

High Tech High teachers work in teams to create curriculum that is integrated across subjects and aligned with California's academic content standards. The guiding pedagogy at High Tech High schools is project-based learning, an approach which transforms teaching from "teachers telling" to "students doing." More specifically, project-based learning can be defined as:

- Engaging learning experiences that involve students in complex, real-world projects through which they develop and apply skills and knowledge
- A strategy that recognizes that significant learning taps students' inherent drive to learn, capability to do work, and need to be taken seriously
- Learning in which curricular outcomes can be identified up front, but in which the outcomes of the student's learning process are neither predetermined nor fully predictable
- Learning that requires students to draw from many information sources and disciplines in order to solve problems
- Experiences through which students learn to manage and allocate resources such as time and materials[4].

At High Tech High, our project-based learning approach is a key ingredient to our success in serving a diverse population of students. Our students become active participants in their learning and are required to publicly demonstrate their learning through presentations and portfolios, introducing an element of accountability more motivating than any multiple-choice test.

Cross-Walking Projects to Standards

As High Tech High teachers develop projects that engage student interests, they are mindful of California State Content Standards for grades 9-12. For example, a High Tech High chemistry teacher may have each student create a documentary about the harmful effects of illicit drugs on the human body. The

[4] Definition from Autodesk Foundation. See http://www.k12reform.org/foundation/pbl/pbl.htm.

unit addresses many state standards in chemistry, such as functional groups, bonding, the periodic table, and molecular structures. At the same time, however, such a project integrates well with math and humanities and achieves real-world relevance as students use technology to create educational videos that can be shared with other schools as part of a broader drug and alcohol abuse prevention initiative.

Below are examples of High Tech High interdisciplinary projects mapped to California standards.

Examples of Projects Mapped to Standards
[these are presented for illustrative purposes only;
see Supplemental Materials for sample syllabi and fuller project descriptions]

PROJECT TITLE	SUBJECT/GRADE	STANDARDS ADDRESSED
Mock Trials in the Humanities Classroom	11th grade History and English	CA History Standards 11.1, 11.3, CA E/LA Standards: Reading (1.0, 1.1, 2.0, 2.1, 2.3, 2.4, 2.5), Expository Critique 2.6, Listening and Speaking 1.0, Comprehension 1.1, 1.2, 1.3, Organization and Delivery of Oral Communication (1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10), Analysis and Critique of Oral and Media Communication 1.11, 1.12
UV Radiation Project	10th grade Chemistry	CA Chemistry Standards (4a, 4c, 4e, 4f, 4g, 9b); Investigation and Experimentation Standards (1a, 1b, 1m)
This New House (Environmentally Sustainable Dream House)	10th grade Math, Chemistry	CA Geometry Standards (5.0, 7.0, 8.0, 9.0, 10.0, 11.0, 15.0, 18.0, 19.0, 20.0); CA Chemistry Standards (3a, 3b, 3c, 3d, 4a, 4b, 4c, 4e, 4f, 4g, 4h, 4i, 7a)
Rock Climbing Project (learn the physics and write a guidebook)	11th grade Math, English, Multimedia	CA E/LA Standards: Writing (1.1, 1.4, 1.5, 1.8, 2.3), Written and Oral Language Conventions (1.1, 1.3) CA Physics Standards (1a, 1b, 1e, 2c, 2h); Trigonometry Standards (12.0, 14.0, 19.0); Algebra Standards 14.0, 19.0
Drug Project	10th grade Humanities, Science (Chemistry and Biology), Statistics, Multimedia	CA E/LA Standards: Reading Comprehension (2.1, 2.3, 2.4, 2.5, 2.6, 2.8); Literary Response and Analysis (3.2, 3.5, 3.12), Writing (1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9); Writing Applications (2.2, 2.3); Mathematics: Probability and Statistics (5.0, 6.0, 7.0, 8.0); World History, Culture, and Geography (10.4), Biology (1b), Physiology (9a, b, c, d, e, i); Conservation of Matter and Stoichiometry (3a, b, c, d, e, f, g); Acids and Bases (5a, 5b, 5c, 5d, 5e, 5f, 5g); Organic Chemistry and Biochemistry (10a, 10e); Investigation and Experimentation (1a, 1b, 1c, 1d, 1j, 1l, 1m)
Virtual Museum	10th grade Humanities, Multimedia	CA History-Social Science Standards 10.1, 10.4

At High Tech High schools, teachers work in teaching teams, grade level teams, and disciplines to align and articulate standards coverage within and across courses and grades. Accountability mechanisms we have in place to ensure that our teachers are covering state standards are as follows:

- Required teacher posting of syllabi showing year-long approach to meeting standards
- Administrative observation in classrooms to verify that teachers, within the context of project-based learning, are covering the content specified in their syllabi
- Required teacher posting of sample projects in the High Tech High online project archive with evidence of crosswalking to standards
- Administrative observation to ensure that student work addresses content standards during Presentations of Learning (POLs), Exhibitions and other public displays of student work
- Regular morning meetings where in the context of discussing student work teachers address how projects and assignments connect to standards
- Libraries of text books, primary source material, and other resources available to all schools to assist teachers in teaching to standards
- Annual review of teachers where coverage of standards is an established criteria

Coursework at HTH Schools
Students at High Tech High schools complete the following sequence of courses:

9th grade
- Humanities (English and Ancient World History)
- Integrated Math-Physics
- Spanish (one semester)
- Graphic Arts (one quarter),
- Inventions (Business, one quarter)

10th grade
- Humanities (English and Modern World History),
- Integrated Math-Chemistry
- Spanish (one semester)
- Graphic Arts (one quarter)
- Robotics/Inventions/Other, at discretion of teaching team (one quarter)

11th grade
- Humanities
- Biology
- Math
- Internship (one semester)
- Principles of Engineering (one semester)

- Elective

12th grade
- English
- Science
- Math
- Senior Concentration
- Senior Project
- Other courses to fill graduation requirements and student schedule

Regional Occupation Programs (ROP)
HTH has developed a reputation for implementing a successful hands-on, vocationally oriented ROP program within the structure of an academically rigorous, college preparatory curriculum. Each site within the HTHL Statewide Charter will offer a similar ROP program featuring the following ROP Course Offerings:

- Engineering Principles, Engineering Design and Development
- Multimedia Production
- Digital Art and Mixed Media, Computerized Graphic Design
- Biotechnology

The HTHL Statewide Benefit Charter School pledges to work collaboratively with the SBE to develop a method by which the school may access an equitable share of federally provided ROP funding.

Assurance of Similarity of Instructional Services Across HTH Schools
All High Tech High schools offer about 90% the same instructional program. Based on the same three design principles (personalization, adult world connection, and common intellectual mission), all emphasize project-based learning, preparation for both college and careers, advisory, internships, parent-teacher conferences, home visits for all students, alternative assessments, presentations of learning, and adherence to the state standards which guide our curriculum. Where the schools may differ is in the focus of that curriculum. Using the example from above, at the flagship High Tech High a teacher in chemistry may address state standards by having each student create a video documentary about the harmful effects of drugs on the human body. In contrast, at a HTH school with an environmental focus, the chemistry teacher would address the same standards, but the project and resulting videos might be about the components of hazardous waste and its effects on the environment. The standards are the same, and the process may be identical, but the specific curricular focus may vary.

Plan for Students Who Are Low Achieving

High Tech High has developed a number of strategies to address the needs of students with a wide range of prior experience and achievement.

1. We provide support to students both in and out of the core courses. This may take the form of after school tutoring or tutoring during lunch or elective time. We have an active peer tutoring program at High Tech High and HTH alumni who remain in the local area often return to the school to volunteer.
2. Because of the project-based curriculum and small class size, teachers are able to spend time with students needing extra support on both projects and basic skills.
3. Project-based learning lends itself nicely to building basic skills because students are able to see the math, humanities, or science being applied to something real.
4. Literature Circles allow for building content knowledge while reading levels are improved through books at varied levels of difficulty.
5. We offer summer bridging for students entering High Tech High schools with below-level skills in math and English and summer school programs for current students needing additional support in the core areas.

Plan for Students Who Are High Achieving

At High Tech High, we personalize our offerings to individual students. For two students in the same physics class, one might be building a hovercraft while another is building a sailboat. Our teachers work to challenge and support each student to aim for their personal best. We believe this is a better way to acknowledge differences between students rather than offering “honors” vs. “regular courses.” Nonetheless, we recognize that one reason that students take honors courses is the weighted GPA that comes with these courses, which helps for college admissions. Therefore, we allow students to take junior and senior core classes for honors credit. Students who choose the honors option must complete additional assignments and/or are held to a higher standard of performance on projects or exams.

Plan for English Learners

High Tech High schools will meet all requirements of federal and state law relative to equal access to the curriculum for English language learners. The goal is to develop high quality instructional programs and services for English learners that allow them, within a reasonable amount of time, to achieve the same challenging grade level and graduation standards as native-English speaking students. Additionally, High Tech High teachers will be trained in SDAIE methodologies and prepared to use the California English Language Development standards. Our project-based approach is particularly effective with English Learners for a number of reasons. First, the small group instruction that accompanies projects allows for teachers to differentiate supports for students based on individual needs. Second, EL students participate in group problem-solving with non-EL students and learn from those interactions. Third, our focus on applying knowledge to real-world projects encourages

comprehension and learning for all students. At High Tech High schools, content knowledge is not inert or solely textbook-driven; rather, it is applied, and transformed in ways that deepen the learning for all students. As an additional support, we also offer tutoring during and after school with volunteers specifically prepared to work with EL students.

As required by California law, all High Tech High schools will administer the California English Language Development Test (CELDT) to all new students with a home language other than English and to all English Learners annually to determine each student's individual proficiency level and to reclassify students to Fluent English Proficient (FEP) where appropriate. Once an English Learner is identified, a conference will be scheduled with the parent to outline the instructional program, the teacher's role in implementation, and the teacher's, parents' and school's role in providing support. At least twice each semester, the instructional program will be reviewed and discussed.

Plan for Special Education

As required by federal and state statutes and regulations, each special education student eligible under the Individuals with Disabilities Education Act will be provided a free, appropriate public education in the least restrictive environment. To meet our students' needs, High Tech High focuses on the provision of educational enhancement services such as assistive technology, in-class tutorial assistance, small group and individual instruction and note-taking services in the regular education environment rather than a more restrictive special education learning environment. Decisions regarding the above are the responsibility of the Individualized Education Team, as formulated in a written plan and with full parental consent.

The primary method of identifying students eligible for special education services is through the registration process, after a student has been accepted for enrollment. Students are also eligible for special education identification and eligibility determination through a "child find" process. Instructional staff are instructed about the characteristics of special education handicapping conditions and referral procedures. High Tech High provides psycho-educational diagnostic services to assess students for each of the 13 disabilities as defined by federal law.

SELPA Membership Plan

The HTHL Statewide Benefit Charter School shall participate as an LEA member of the Desert/Mountain SELPA Local Plan Area (D/M SELPA). As a member of the D/M SELPA, HTHL will require all affiliated schools to make the following assurances through their governing board:

FREE APPROPRIATE PUBLIC EDUCATION

Each affiliate site shall assure that a free appropriate public education will be provided to all enrolled students including children with disabilities who have been suspended or expelled from school.

FULL EDUCATIONAL OPPORTUNITY
Each affiliate site shall assure that all students with disabilities have access to the variety of educational programs and services available to non-disabled students.

CHILD FIND
Each affiliate site shall assure that all students with disabilities are identified, located and evaluated.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Each affiliate site shall assure that an IEP is developed, reviewed and revised for each child with a disability who is eligible for special education services.

LEAST RESTRICTIVE ENVIRONMENT
Each affiliate site shall assure that, to the maximum extent appropriate, students with disabilities are educated with students who are not disabled. Placements in the least restrictive environment shall be pursued for students with disabilities through the utilization of supplementary aids and services in the general education learning environment.
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PROCEDURAL SAFEGUARDS
Each affiliate site shall assure that children with disabilities and their parents shall be provided with safeguards through the identification, evaluation, and placement process and provisions for a free appropriate public education.

ANNUAL/TRIENNIAL ASSESSMENT
Each affiliate site shall assure that an IEP review shall be conducted on at least an annual basis. Additionally, a reassessment shall be conducted at least once every three years or more often if conditions warrant, or requested by the student's parent or teacher.

CONFIDENTIALITY
Each affiliate site shall assure that the confidentiality of personally identifiable data shall be protected at collection, storage, disclosure and destruction.

PERSONNEL STANDARDS
Each affiliate site shall assure that it will make good faith efforts to recruit and hire appropriately and adequately trained personnel to provide special education and related services to children with disabilities.

PARTICIPATION IN ASSESSMENTS

Each affiliate site shall assure that students with disabilities are included in general State and District-wide assessment programs with appropriate accommodations, when necessary.

Further, each approved site will be required to comply with the D/M SELPA Local Plan [see Appendix for a copy of this plan] and perform all corrective actions deemed necessary by High Tech High charter school managers and/or the SELPA. The oversight of the special education programs at HTHL affiliate sites will be provided by HTHL's special education director who has extensive administrative experience in the area of special education service delivery and state and federal statutes and regulations. Additionally, each affiliate site will be required to demonstrate an adequate capacity to provide special education students with a free and appropriate public education. Working in close collaboration with HTHL staff, each affiliate will develop an annual special education budget, hire necessary personnel, contract for appropriate services and document the qualifications and competency of site administrative staff to meet special education quality and compliance requirements.

The Special Education director for HTHL will be accessible to the sites through personal school site visits/reviews as well as video and telephone conferencing. The Desert/Mountain SELPA currently has the technological resources to engage in distance learning through the use of interactive video conferencing. This activity is also enhanced by regularly scheduled personal visits to all participating LEA's from a team of highly qualified Resource Specialists. As additional staff is hired, HTHL will pursue the development of a mentor teacher program which will provide pedagogical support to affiliate sites. Specific and targeted staff development opportunities will also be provided by HTHL staff and the Desert/Mountain SELPA during the Annual Summer Institute sponsored by HTHL. Additionally, the California Special Education Management Information System (CASEMIS) information will be reviewed by HTHL's Special Education Director at least monthly for each affiliate school site to insure compliance with state and federal statutes, reporting requirements, and timelines. Periodic staff development will also be provided to affiliate schools to address local needs, review changes in the law, and introduce promising educational interventions.

Transferability of Credits

Upon request from parents, the sites of the HTHL Statewide Charter School will provide written information about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. As courses offered by the sites of the HTHL Statewide Charter School are accredited by the Western Association of Schools and Colleges and approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria, written notification to parents shall state that such accredited courses and approved courses are considered transferable.

MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

Measurable Student Outcomes

High Tech High intends to graduate its students with:

- A high school diploma
- Passage of the California High School Exit Exam
- SAT scores, a transcript, and a portfolio that greatly increase opportunities for admission to a college, CSU, UC, or other notable institutions, e.g., the Ivy League.

Other measurable outcomes include:

- An expectation that 100% of High Tech High graduates will secure admission to an institution of higher education. We expect roughly 80% of those graduates to secure admission to a four-year institution.
- 100% of High Tech High graduates will complete an academic internship in their junior or senior year.
- 100% of High Tech High graduates will complete a four-year advisory program, addressing the topics of careers, college, culture, community, and citizenship.
- A course of study that meets all requirements for entry into the University of California system.
- An expectation that 60% of High Tech High alumni will complete 4-year college degrees within 6 years of graduating from High Tech High

Graduation Requirements:

At High Tech High schools, our graduation requirements are aligned with the minimum entry requirements of the University of California/California State University systems. In addition, in order to graduate, students must complete a semester-long academic internship and complete a substantive senior project.

GRADUATION REQUIREMENTS

SUBJECT AREA	REQUIREMENT
English	4 years
History	3 years
Mathematics	4 years
Lab Science	4 years
Language other than English	2 years (of the same language)
Visual and Performing Arts	1 year (of the same art course)
College Preparatory Elective	1 year
[In addition, at HTH:]	1 semester
Principles of Engineering	1 semester
Academic Internship	1 semester
Senior Project	Project completion

High Tech High students will meet all academic standards as adopted by the State Board of Education and applicable to charter schools.

Academic Performance Index

High Tech High's API scores are as follows:

	API Base Score	State Rank	Similar Schools Rank
2003-2004	828	10	10
2002-2003	802	10	10
2001-2002	788	10	10
2000-2001	820	10	10

Further, our goal is that every HTHL site operated under the Statewide Benefit Charter School will achieve a statewide API ranking of 7 or higher school by its fifth year of operation.

Methods of Assessment

Unlike many traditional high schools, where students progress simply by putting in class time and passing multiple choice tests, success at High Tech High schools requires producing real work products, solving problems, and making oral and written presentations. Teachers, industry experts, community members, parents, and peers review these efforts. In addition, High Tech High schools have instituted "Transitional Presentations of Learning" (tPOLs) at the end of each grade to ensure that all students make adequate yearly progress before moving on to the next grade level.

Presentations of Learning (POLs)

A Presentation of Learning is a formal presentation given by a student to a panel of peers, community members, administration, teachers, and parents at the end of the first semester each year, delivered in one of the following formats (determined by the teaching team).

1. Community Event POL
2. Reflective Portfolio POL
3. Project Specific POL
4. Personal Growth POL

Before the POL, students practice their presentations in advisory. Advisories focus on presentation skills and give feedback to each student on how they can revise and improve their POL before the final presentation. Each type of POL must incorporate a reflective piece regarding the learning goals.

For the second semester POL, teaching teams conduct transitional POLs to determine whether students are ready to advance to the next grade. This is a 15-25 minute individual, formal presentation based on the student's digital portfolio, during which the students must demonstrate their mastery of grade level standards and their readiness to proceed to the next grade.

Digital Portfolios
Every High Tech High student is required to create a personal digital portfolio. Although students may take creative license in the design of their portfolio, each portfolio must include a project section and a career/educational section that is presented each year during the Transitional Presentation of Learning (tPOL). The portfolio includes the following:

- Career/Educational
  A career and educational objective, a web-based resume and a standard, printable resume
- Projects
  Samples of best work accompanied by reflections on the learning embedded therein
- Art and Design
  A simple, easily navigable design.

At the end of each school year, High Tech High students present at their "Transitional Presentation of Learning," or tPOL. The requirements for the tPOL are grade-level specific, but include an oral presentation, use of the student's digital portfolio, artifacts from standards-bearing project work in the humanities, math and science, and elective courses. tPOL panels will consist of faculty from the students' current and proximate grade level, students, parents, and community members. Each grade level will use a common rubric to evaluate tPOLs and determine each students' readiness to advance to the next grade. Students who attempt but do not pass the tPOL will be given one additional opportunity to present once they have revised their work based on input from the review panel. [See Supplemental Materials for a sample tPOL rubric.]

Senior Project
Every HTH must complete a senior project in a focus area, such as graphic design or engineering. They present their senior projects in a final Transitional Presentation of Learning. Teachers, parents, administrators, and community members sit on the senior presentation panels.

Grades and Testing
HTH students earn traditional grades on a four point scale as well as honors options for core academic classes such as math, humanities, language, and science. They also participate in standardized exams such as the California Standards Tests, California High School Exit Exam, and Physical Fitness tests.

To assess what students know and can do as a result of their project work, HTH uses additional assessments, including the Digital Portfolio, Presentations of Learning (POLs), Academic Internship Standards, Senior Projects, and grade level Transitional Presentations of Learning (tPOLs) as described above.

The following table outlines the assessments used at High Tech High schools and the timing of each. All of these methods are employed and reviewed throughout the year inform the curriculum. Because our schools are small, they can make changes quickly. For example, when they noticed a dip in math scores, teachers at the flagship HTH met to examine the scores disaggregated by grade level and subtest area and then refined the HTH math content guide for teachers. The downward trend in the math scores has been reversed.

Assessments Administered at HTH Schools

NAME OF ASSESSMENT	WHEN ADMINISTERED	PURPOSE FOR ADMINISTERING
California High School Exit Exam (CAHSEE)	Winter/Spring	State and graduation requirement to assess whether or not students are prepared with basic skills.
"A-G" college requirements	Throughout the school year	Prepare students for college entry with rigorous curriculum.
CELDT	Fall and as needed for new students	To assess English Language proficiency
Presentations of Learning	Fall and Spring	To ensure learning goals are met for each individual student.
School-wide Exhibition	Spring	Demonstrate presentations of learning to teachers, parents, and community.
Fitness Gram	Spring	Required by the Federal Government to ensure students are physically fit.
Parent and student survey	Spring	Solicit specific feedback to gauge parent and student satisfaction with learning outcomes and program design of school.
California Standards Test	Spring	Tests student knowledge of the California State Standards.
CAT-6	Spring	Norm-referenced test to assess student knowledge of core subjects (Math, Science, History, English) in California versus other states.

Use and Reporting of Data

The Sites of the HTHL Charter School will make regular use of student performance data to inform instructional practices and will regularly report achievement to school staff, parents and guardians. In the context of weekly staff meetings at HTHL sites, staff routinely review student work and discuss how practices may be adjusted to meet the individual needs of students. It is in these weekly "Looking at Student Work" discussions that teachers receive support from one another to assist students in achieving the standards required. Teachers give advice to the presenting teacher so that they may go back to their classroom and provide additional support. Often these discussions are broadened to include parents and the students themselves so that coordinated intervention and support services can be offered to improve the students' learning. As such, this

powerful staff development protocol ensures that the real-time analysis of daily student performance data is informing refinement of practice in the classroom, is providing a basis for regular communication with parents and students and is supporting student achievement and high expectations.

At the classroom level, High Tech High teachers use a variety of strategies to monitor student understanding and progress on a daily and weekly basis. These include quizzes, weekly student reflections, and daily "check-ins," e.g., asking students at the end of a class session to write and submit a quick reflection on a 3 x 5 card. In addition, High Tech High teachers have established protocols for weekly reviews of student work including using learning logs or journals, and using weekly check-ins to gauge progress on long-term projects.

HTHL sites also issue regular progress reports and grade-status updates to students' advisors who are then responsible for intervening to support students who may be in danger of not receiving passing grades. Such intervention includes the hosting of meetings with students' parents to assess what additional supports need to be made available to assist the students with their learning. HTHL sites also provide parents up-to-the-minute information about students' grades via web-enabled password access to the HTHL Student Information System.

All HTHL sites will participate in the School Quality Review Process (SQR) that all HTH schools undertake in order to demonstrate successful implementation of HTH design principles and achievement of HTH quality standards. The SQR process consists of a self-study that sites undertake in the spring of each year, an onsite evaluation from central HTHL staff involving interviews with all stakeholder groups at the school, the submission and review of stakeholder surveys regarding implementation of various aspects of the HTH model, and the submission and review of student achievement data as demonstrated by performance on state-mandated tests. The final SQR report is made available to all stakeholders at HTHL sites and is posted on sites' web pages. Both site-based staff and HTHL central staff use sites' final SQR reports as planning tools for improving instruction and student outcomes in the following year.

HTHL will also regularly collect and report student achievement data through participation in state-mandated testing programs and through publishing of data in sites' School Accountability Report Cards.

Alumni Program
HTHL will operate an alumni program that will keep in contact with graduates of HTHL sites and monitor their progress through institutions of higher education so that we may measure the extent to which we achieve our goals regarding college completion rates.

GOVERNANCE STRUCTURE

HTHL's governance structure is borrowed from the experience of successful national nonprofit organizations such as the Red Cross under the California Corporations Code. It is designed to provide transparency and accountability for each individual school site from the standpoint of fiscal control, governance and student performance. At the same time, the governance structure provides efficiencies through centralized administration services, curriculum development, teacher training support, special education services and overall financial management.

Each site will be governed by the board of a nonprofit public benefit corporation which has ties to the community in which it operates. This governing body will oversee operations of the school site. Yet each school will be a corporate affiliate of HTHL. HTHL, as the holder of the charter, will be able to ensure the State Board, as authorizer, that all HTHL affiliates are delivering consistent quality curriculum, that governance of each site meets consistent standards of excellence, and that each site is being operated on a fiscally sound basis. As the "head" nonprofit corporation, HTHL will retain the right to appoint, approve, or, if necessary, replace a majority of each local board of directors. It will control, through licensing and training agreements, delivery of the HTHL curriculum and quality assurance. HTHL will maintain overall financial management of the schools under its contracts with each site, while providing auditability of each site's operations. As the head nonprofit corporation, HTHL will retain the right to approve any significant changes in local corporate articles and bylaws, and the right to approve major decisions of the local schools, such as a decision to dissolve or merge the operations of any local school.

This governance structure not only gives HTHL a high degree of control, and gives the State Board assurance that there will be consistency in quality and performance across the proposed sites, but it simplifies the tax status of the overall organization, which will be viewed by the IRS as a single, integrated 501(c)3 organization.

The board of HTHL will have at least seven members, the majority of which will represent the business community of the region in which the school is located. [For names and backgrounds of current HTHL Trustees, please see the Appendix.] Board members will be chosen who have skills and experience to match their board responsibilities

For purposes of administering this Statewide Benefit Charter, the Board of HTHL will be responsible for:

- Ensuring that all schools adhere to all aspects of this charter application and to all applicable law
- Managing relations and communications with the SBE

- Serving as the parent organization to which HTH schools' Boards of Trustees are subsidiary
- Defining the Mission and Goals of HTH, including identification of essential design principles, minimum performance standards and other non-negotiables
- Approval of Schools' major contracts, transactions, governance alterations
- Hiring and evaluating of sites' Executive Directors
- Approving LEA plans and other documents requiring board approval
- Approval of school budget
- Contracting for and overseeing development of required annual financial audits

The board of each HTHL Statewide Charter School site will have at least five members, the majority of which will represent the business community. Board members will also be selected to represent the community-at-large, educators, and the county in which the site is located. All will be selected with skills and experience to match their board responsibilities.

Each HTHL site's Board of Trustees will be responsible for:

- Fostering development of local relationships for the site
- Providing insight around implementation of the site's thematic focus
- Assisting with fundraising for the site
- Monitoring implementation of HTH design principles and other aspects of site's instructional program
- Assisting with the hiring and evaluation of the site's Executive Director
- Serving as the exclusive public school employer of the employees of that site
- Holding public meetings subject to the Brown Act

Parent Involvement

Each HTHL Statewide Charter School site will feature active parental involvement, as we see parent involvement as a key factor in student academic achievement. Each site will have a parent association, based on the vision that "through effective communication, school community activities, and classroom support, we will build parent involvement and contribute to student achievement." Activities that the Parent Associations may undertake include, but are not limited to:

- Creating and distributing a Parent Association Newsletter
- Creating and maintaining a Parent Association Website
- Sending regular Parent Association "E-mail blasts"
- Preparing and publishing the student directory
- Meeting regularly (twice monthly on average) and serving as a liaison to other school stakeholder groups such as the Associated Student Body, school governance boards, extended services staff

- Sponsoring/supporting community-building activities throughout the school year (orientations, school photos, socials, special fundraising events, community service activities)
  - Supporting classrooms directly (Room/Team Parent coordination, teacher wish lists, chaperoning)
  - Coordinating school-wide fundraising (book fairs, eScrip, other fundraising partnerships with local businesses)

HUMAN RESOURCES

Qualifications of School Employees

High Tech High is committed to hiring talented, knowledgeable, passionate teachers. We do that by holding hiring fairs, working with Schools of Education, and networking with people in industry. Upon review of resumes, we conduct initial phone interviews which, if successful, are followed by a rigorous full-day process during which candidates teach a class (and are evaluated by students), have a luncheon interview with students, and interview with teachers and administrators.

Teachers at High Tech High represent a range of experiences. Some are former biotech engineers, community college professors, or graphic designers; other are veteran teachers or recent university graduates. In August 2004 High Tech High was the first charter school to receive approval from the California Commission on Teacher Credentialing to offer single-subject credentials—in six content areas. Through this program, and in collaboration with local colleges and universities, we are well on our way to full compliance with NCLB requirements. High Tech High teachers are required to hold a Commission of Teacher Credentialing certificate, permit, or other document equivalent to that which any public school teacher is required to hold. As provided by law, the school may exercise flexibility with regard to those teaching non-core, non-college preparatory courses.

As High Tech High schools are small by design and feature an innovative interdisciplinary approach, we intend to employ the guidelines for small schools as set forth by the California Department of Education and California State Board of Education in regard to their interpretation of NCLB guidelines: "If the teacher of record cannot meet the NCLB requirements for all subjects taught, a possible solution is to provide students with access to teachers meeting the requirements[5]." At High Tech High schools, this will mean that if a Humanities teacher is credentialed in English but not yet in Social Studies, students will have access to a teacher credentialed in Social Studies in their same grade or in an adjacent grade level for consultation or tutoring as needed. We support the spirit of the NCLB regulations -- that all students are taught by high quality teachers –

[5] NCLB Teacher Requirements Resource Guide, Section 2.3, Professional Development and Curriculum Support Division, California Department of Education: March 1, 2004.

and have found that our interdisciplinary structure is quite effective in promoting the high levels of achievement that NCLB seeks to generate. Also, we are working closely with our experienced teachers in order to verify their subject matter competency for additional subject areas using the HOUSSE guidelines.

Within the provisions of the law, High Tech High reserves the right to recruit, interview and hire the best qualified person to fill any of its position vacancies.

High Tech High does not discriminate against any applicant or employee on the basis of race, creed, color, national origin, age, gender, disability, or other basis prohibited by law.

Professional Development

Professional Development at the HTHL Statewide Benefit Charter School consists of an ever-changing, ever-improving mix of site-based and HTHL-hosted learning opportunities. By design, professional development at HTHL sites is largely contextual, integrated into teachers' day-to-day work and addressing issues that emerge therein. Indeed, the whole purpose of the contractual requirement that teachers arrive at school one hour before the students each day is to reserve time during teachers' regular work day for planning and development. This contractual hour is used for staff to meet in various configurations to accomplish planning and development goals. Although the precise details may vary at each HTHL site, the typical pattern for morning meetings is:

- one full faculty meeting, where staff discuss of school issues, receive training for collegial coaching, and look at student work together
- two team meetings, where teachers who share the same students meet to plan integrated activities and to discuss the needs of individual students
- one meeting by academic discipline (humanities, science, math, language, etc.)
- one meeting of study groups: self-selected groups that address program issues (presentations of learning, digital portfolio requirements, assessment, the HTH approach to writing instruction, promotion policies, etc.). These study groups are proposed and formed in the overall faculty meeting, and they make policy and action recommendations to the faculty

In practice, these morning meetings serve as a theoretical context for veteran and new teachers to reflect on and refine day-to-day practice at HTHL sites. They provide the occasion for powerful and productive discussion of the issues and needs that teachers identify in their work.

Morning meetings are also used to allow for Discussions of Student Work. HTHL sites have long emphasized close collective scrutiny of student work products as

a key to program and professional development. Much of this work takes place at faculty meetings, where teachers bring in samples of student work examination and response, following a protocol adapted from the work of Harvard University's Project Zero and others.

Collegial Coaching has also become an important part of HTH's professional development process. Starting at first with observation and consultation by HTHL central staff, the program has evolved to engage peers in classroom observation and feedback. Teachers within HTHL schools now have long experience in collegial coaching and have worked in the context of study groups to coordinate and develop materials for this program across HTHL sites.

In addition to professional development happening in the context of site-based morning meetings, HTHL-sponsored trainings are offered to the teachers and directors. Those trainings include teacher residencies at the HTH flagship school in San Diego, college advising and internship program institutes, teacher ambassador programs where experienced teachers from existing HTH schools visit and support teachers in newly opened HTHL sites, and the HTHL Summer Institute, an annual conference that attracts participants from across the United States to discuss refinement of implementation strategies for the design elements of High Tech High.

Compensation and Benefits

HTHL Statewide Benefit Charter schools will offer compensation benchmarked to the district pay scales of the revenue limit districts nearest to where the schools are located.

The sites of HTHL Statewide Benefit Charter School sites will make participation in STRS and/or PERS available to teachers and other eligible persons working at the school's sites. HTHL will work with the SBE to identify county offices of education or other partners to provide STRS reporting services for the sites of the HTHL Statewide Benefit Charter School. The boards of trustees for the sites of HTHL Statewide Benefity Charter School may establish additional retirement plans for employees such as section 403(b) plans, and/or other plans as may be appropriate.

Employee Representation

For the purposes of the Educational Employment Relations Act, HTHL declares that, under this HTHL Statewide Charter, each site's affiliate board will be the exclusive public school employer of the employees of that site. Each site, shall retain the right to establish its own lawful procedures for discipline and dismissal.

Rights of School District Employees

The right to leave a district and take employment at a High Tech High school, as well as the right to return to the district for High Tech High employees who were previously district employees, will be as specified in district policies, procedures or collective bargaining agreements addressing this issue with respect to charter schools operated as nonprofit public benefit corporations under Education Code section 47604.

Health and Safety

All sites of the HTHL Statewide Charter School will comply with all applicable safety laws. Sites will require that each employee of the school furnish the school with a criminal record summary as described in Section 44237 of the Education Code including the requirement that, as a condition of employment, each new employee not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary.

Each site will develop further health, safety, and risk management policies in consultation with its insurance carriers and risk management experts. HTHL will assess its school buildings for structural safety, using the existing state, county and city standards for independent and parochial schools. HTHL, at its own cost and expense, will be responsible for obtaining appropriate permits from the local public entity with jurisdiction over the issuance of such permits, including building permits, occupancy permits, fire/life safety inspections and conditional use permits, all as may be required to ensure a safe school and facilities for staff and students.

Dispute Resolution Process

HTHL and the SBE will always attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

In the event a formal dispute arises between HTHL and the SBE relating to provisions of this charter, these procedures will be followed:

- One party will notify the other in writing concerning the nature of the dispute and the facts that support it. Such notices will be sent to or from the HTHL board chairperson (with a copy to the High Tech High Chief Executive Officer) and the chairperson of the SBE. Absent extenuating circumstances, such a notice will be provided within 15 calendar days of when either HTHL or the SBE becomes aware of the dispute.
- Upon receipt of the notice, representatives of and the Chairperson of the HTHL board of directors and the Chairperson of the SBE, or their designees, will meet within 15 days and attempt to resolve the dispute. If they reach a

resolution, they will co-author a description of that resolution and distribute it to both parties.

- If no resolution is reached, the parties may, by mutual agreement, utilize the services of an outside mediator skilled in the interest-based approach to mediating disputes. Each party will bear its own costs and evenly divide the cost for the mediation.
- If the dispute remains unresolved following the mediation meeting either party may request non-binding arbitration before a mutually agreed upon arbitrator. The arbitration hearing will be informal in nature. If the arbitration involves a dispute which may lead to revocation of the charter, then the arbitration proceedings must be held, concluded and a decision rendered within thirty days of the mediation meeting so as to not excessively extend the time period within which the SBE may act to revoke the charter. Each party will bear its own costs and evenly divide the cost for the arbitration.
- In the event that the above process does not result in an agreement over the dispute, both parties agree to continue negotiations in good faith toward a resolution of the dispute. If the matter cannot be mutually resolved, HTHL will be given a reasonable period of time to correct the violation, unless the SBE determines, in writing, that the violation constitutes a severe and imminent threat to the health and safety of the school's pupils. In such event, the SBE reserves the right to take any action it deems appropriate and HTHL reserves the right to seek legal redress for any such actions under the law. In addition, the dispute is not required to be referred to mediation in those cases where the SBE determines the violation constitutes a severe and imminent threat to the health and safety of the school's pupils.

The dispute resolution process permits oral notice, followed immediately by written notice.

RECOGNITION OF SBE PEROGATIVE TO FOLLOW ALTERNATIVE DISPUTE RESOLUTION PROCESS

HTHL recognizes that because the SBE is not a local education agency, it may choose to resolve a dispute directly instead of pursuing the dispute resolution process described above, provided that if the SBE intends to resolve a dispute directly instead of pursuing the dispute resolution described above, 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 above.

HTHL further 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, the matter will be addressed at the SBE's discretion in accordance with applicable law and regulations.

INTERNAL DISPUTES
Except those disputes between the SBE and HTHL relating to provisions of this charter, all disputes involving sites within the HTHL Statewide Charter School will be resolved by HTHL according to HTHL policies. Complaints to the SBE relating to the operation of the school and not to the terms of this charter or other issue regarding the School's and the SBE's relationship will be resolved as set forth below:

- HTHL sites will adopt policies and processes for airing and resolving disputes.
- The SBE agrees to refer all complaints regarding operations of HTHL Statewide Charter sites to HTHL's chief executive officer for resolution in accordance with the site's adopted policies. In the event that the site's adopted policies and processes fail to resolve the dispute, the SBE agrees not to intervene in the dispute without the consent of HTHL unless the matter directly relates to one of the reasons specified in law for which a charter may be revoked. Notwithstanding the above, the SBE will have the ability to intervene in and respond to complaints about the operation of HTHL as is required by law.

STUDENT ADMISSIONS, ATTENDANCE AND SUSPENSION/EXPULSION POLICIES

Student Recruitment

The HTHL Statewide Charter seeks to serve student bodies that reflect the full socio-economic and cultural diversity of the local areas where the sites operate. HTHL sites will work cooperatively with area school districts and county offices of education to attempt to program information and applications to all area 8th grade students via direct mail. Staff members will visit school and community organizations throughout the surrounding area to recruit applicants. Public information meetings will be held about each site. Special emphasis will be placed on holding such meetings in communities where site staff feel additional focus is needed to achieve socio-economic and cultural diversity. Program descriptions and student recruitment information will be presented in a variety of languages so that we will be able to access a broader group of students and parents. Additionally, we will post on each site's website information about our admissions process and timeline along with an application form. Sites' websites may be accessed through www.hightechhigh.org.

Student Admission Policies and Procedures

High Tech High schools endeavor to accommodate all students who apply for admission. Criteria for admission include California residence, matriculation from the current grade, and interest in attending the school. There are no tests or GPA requirements for admission. Each site operated under this Statewide Charter may consider any student who satisfactorily completes the course of

study offered by another middle school level affiliate of HTHL as qualifying for admission. Similarly, each site may consider any transfer student in good standing from any high school level affiliate of HTHL as qualified for admission.

For other applicants to qualify for admission:

- A student and his/her parent or guardian must together attend one complete High Tech High orientation session. These sessions will be held on evenings and weekends. They will detail what the school expects of the student and his or her family as well as what the student and family should expect of the school.
- A parent or guardian must complete and return a simple, non-discriminatory application by a published deadline.
- The student and a parent or guardian must sign a statement that they are familiar with and agree to abide by all policies and procedures set forth in the student handbook.
- A student seeking admission to any High Tech High grade must be successfully promoted from the prior grade.

If more students apply and qualify than can be admitted, priority for admissions will be assigned in the following order:

1. Returning or existing students of the site in good standing.
2. Children of employees or board members of sites that are affiliates of HTHL, as well as children of employees or board members of High Tech High Foundation, and HTHL.
3. Students being promoted from or transferring from another school that is an affiliate of HTHL (who also complete the application process in a timely fashion)
4. All other students permitted by law.

Where the number of applicants exceeds the number of available seats, applicants are accepted through a lottery process, with provisions to create an ethnically and economically diverse student body. Such balance will be accomplished by implementing a zip code-based lottery system which is described below. In addition, the procedures described below reflect the finding of the U.S. Congress that women and girls nationally complete fewer math and science courses and lack roles models in science. (See 20 U.S.C. section 7283(b)). This lack of interest is borne out in previous applications to other High Tech High schools. Consequently, in order to offer equal opportunities to girls in the lottery, available openings will first be divided into two groups of equal size, one for each gender.

In order to insure that the each site's student body represents the socio-economic and cultural diversity of the county within which it operates, a separate lottery will be then be held by grade level for each zip code in the county. Spaces

will be allocated to a zip code area based on enrollment data provided to the site by the County Office of Education where the school operates showing the percentage of students attending public schools who reside within the zip code area. If additional openings remain after this first series of zip code-based lotteries is performed, a second random lottery will be held where all remaining applicants will be aggregated into a single applicant pool.

After capacity has been reached for each grade, names shall be placed in a grade level waiting pool. If a site is fully subscribed and then space becomes available within a grade, the site will randomly select applicants from the waiting pool and notify them that they have the option of enrolling at the site. Upon notification, the applicant will have at least three full business days to inform the site director or secretary, verbally or in writing, of the applicant's intentions. In the absence of an affirmative and timely response by phone or letter, the site will eliminate the applicant from the pool and proceed to randomly select another applicant from the waiting pool. All waiting pools expire annually at the end of the site's formal academic year, or as otherwise determined by the site's board.

HTHL sites will evaluate the performance of all current enrollees annually and consider each for readmission prior to consideration of any other applicants. Readmission decisions will be based upon published criteria, including those contained in the Student, Parent and School Contract. Students not readmitted, if any, will be notified in writing of the basis for their non-readmission.

The School certifies that, to the best of its knowledge, all its admissions procedures, policies and criteria comply with non-discrimination statutes and applicable law. The School will defend, indemnify and hold harmless the SBE from any and all challenges alleging that the School's admission procedures do not comport with applicable laws.

Non-Discrimination
The charter school shall be nonsectarian in its programs, admission policies, employment practices and all other operations, shall not charge tuition, and shall not discriminate against a pupil on the basis of ethnicity, national origin, gender or disability.

Public School Attendance Alternatives
HTHL Statewide Charter School sites will be sites of choice. No student is required to attend. Students choosing not to attend a HTHL site may attend other public schools within their home school district.

The sites of the HTHL Charter School pledge to work cooperatively with the SBE, with appropriate county offices of education, with local school districts and with other local charter schools as necessary to expeditiously provide and receive

student information as may be necessary when students transfer between sites of the HTHL Charter School and other public school alternatives.

Suspension/Expulsion Procedures

Sites of the HTHL Statewide Charter School will regard suspension and expulsion as a last resort. Criteria for suspension and expulsion of students will be consistent with all applicable federal statutes and state constitutional provisions. Students will be afforded due process, including a hearing and right of appeal, as described below. A student identified as an individual with disabilities or for whom there is a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal law or SELPA policies require additional or different procedures.

The following represent typical grounds for suspension and expulsion:

- The threat, causation or attempted causation of physical injury to another person, including sexual assault.
- Possession of a weapon (e.g., firearms, knives or explosives) or possession of a replica firearm.
- Unlawful possession, use, sale, or offer of any controlled substance, alcoholic beverage or any intoxicant, or being under the influence thereof.
- Robbery or attempted robbery of school or private property.
- Destruction or attempted destruction of school or private property.
- Extortion.
- Obscene or offensive acts or habitual profanity or vulgarity.
- Disruption of school activities or willful defiance of valid school authorities.
- Violation of a policy or procedure by a student and/or parent as set forth in the student handbook.

A student suspension or expulsion may only be enacted with the approval of the site director. A suspension or expulsion may be appealed to a subcommittee authorized by the site's local board that will have the right to rescind or modify the suspension or expulsion. The parents or guardians of the student will have ten days from the suspension or expulsion to declare in writing their request for an appeal. The subcommittee will convene a hearing within fifteen days of receipt of a timely request for an appeal. At the hearing the student will have the right to counsel, the right to present evidence and the right to confront and cross examine adverse witnesses. The subcommittee members will consider evidence and/or testimony as it deems appropriate and render a written decision that will be in the best interests of the student and the site. That decision will be final.

FINANCIAL PLANNING, REPORTING AND ACCOUNTABILITY

Preferred County Office of Education for Administrative Support

HTHL identifies the San Diego County as the county that will serve as the location of our business records and operations. The San Diego County Office of Education will establish the appropriate funds or accounts in the country treasury for the HTHL Statewide Charter School.

Budgets

The Appendix to this application contains a proposed three year operational budget including startup costs for each site to be operated under this HTHL Statewide Charter. The budget includes:

- Reasonable estimates of anticipated revenue & expenditures, including special ed;
- Budget notes that clearly describe assumptions or revenue estimates, including but not limited to the basis for average daily attendance estimates and staffing levels.

The Appendix also contains cash flow and financial projections for the first three years of operation and plans for the establishment of a prudent reserve.

Financial Reporting

The School will:

- Prepare and file with the state on or before September 15 an annual statement of receipts and expenditures of the charter school for the preceding fiscal year; and
- Prepare and file with the state a preliminary budget on or before July 1, an interim financial report on or before December 15, a second interim financial report on or before March 15, and a final unedited report for the full prior year on or before September 15 (Education Code section 47604.33).

Insurance

HTHL schools, at their own expense and risk will secure and maintain appropriate workers compensation, as well as liability coverage, providing for, among other things, insurance for operation and procedures, personal injury, and property, fire, and theft. The SBE will be named as “other named insured.” Supplementary coverage will cover the after-hours and weekend activities of HTHL site programs.

At minimum, coverage will include:

- Workers' Compensation with limits of $1,000,000 per accident as required by the Labor Code of the State of California and Employers' Liability.
- Comprehensive Bodily Injury and Property Damage Liability for the combined single limit coverage of not less than $5,000,000 per single occurrence.
- Commercial Crime including Fidelity Bond coverage for blanket employee theft, disappearance, destruction, and dishonesty in the amount of at least $50,000 per occurrence with no self-insured retention.

HTHL may also purchase coverage for the following:

- Directors and Officers for wrongful acts (including coverage for employment practices) of at least $2,000,000 each claim with an extended reporting period of not less than one year following termination of the charter.
- Professional Liability (E & O) for defense and damages for errors and omissions with a limit of $1,000,000 each incident if health care services such as medical, nursing, and/or counseling are provided to students.
- Commercial All Risk Property for buildings and contents for full replacement cost.
- Student Accident Insurance with a limit of no less than $10,000 per accident and a zero deductible.

Delineation of Site-based and Central Responsibilities Including Administrative Responsibilities

The HTHL Statewide Benefit Charter School features a high level of coordination and cooperation between site-based staff and central staff in order to ensure that each site achieves the quality standards of High Tech High.

At the site level, sites maintain a mix of administrative and teaching personnel to perform site-based activities. The Director of each site maintains the authority to make adjustments to the default HTHL site staffing model as necessary to meet local needs, but in general, each site shall have the following administrative staff:

- Director – responsible for overseeing all aspects of the site's local operations including responsibility for ensuring that the site's instructional program features full implementation of HTH Design Principles and delivers the measurable outcomes expected of HTH schools. The Director is responsible for hiring all site-based staff and, working in collaboration with HTHL central staff, for preparing a budget for approval by the site's local board.
- Dean of Students – works in close partnership with the Director to ensure that student safety is maintained at all times and that a culture and standard of discipline conducive to student learning is supported by all site students and parents.

- College Advisor – ensuring that all students in the site have the support needed to earn acceptance to and enroll in an institution of higher learning.
- Intern Coordinator – working to implement the site's academic internship program, including identifying intern program partners, matching students to specific internship opportunities and implementing established protocols designed to allow students to earn academic credit for work accomplished during internship experiences.
- IT Director – working closely with HTHL central staff to ensure that HTHL IT systems architecture is fully implemented at the site level, providing the site's students, parents and staff full access to the array of IT services that support teaching, learning and site operations at HTH schools. The IT Director also ensures that the site's webpage is maintained in a manner that supports the mission of the school
- Administrative Assistance – working closely with the site Director to ensure that administrative, clerical and front office functions are performed at the site level and working closely with the HTHL central staff to make sure that timely information flows from the site to HTH Learning regarding compliance matters and fiscal control.
- Custodian – ensuring that the site's facility is maintained in a manner that supports teaching and learning.

HTHL is keenly aware that our schools operate in a manner that is very different from most other public and private schools, and we understand that in order to ensure successful replication of HTH practices, we must staff new schools with directors and teachers who are intimately familiar with the operations of HTH schools. As such, HTHL has an expectation that each new site will have at least three staff members on site who have worked in an existing HTH site. In most cases we can identify teacher and director candidates who are willing to move from existing schools to staff startup sites. In those instances when we cannot find such staff, we recruit local talent to receive extensive training in San Diego prior to the new site opening.

At the central level, HTHL offers a comprehensive suite of back office and other services to the sites of the HTHL Statewide Benefit Charter School. As a guiding principle, HTHL central staff attempt to perform all of the bureaucratic and other compliance related activities that would otherwise distract site-based staff from their primary mission, which is to support student learning. Services include:

- Charter Development, Grant Generation and Initial Community Engagement
- Property/Facilities Acquisition and Financing
- Facilities Design, Renovation and Maintenance
- HR Support

- IT Services
- Curriculum Development Support
- Teacher Credentialing
- Professional Development for Principals and Teachers
- Program Monitoring, Compliance and Quality Assurance
- Special Education Services
- Fundraising
- General Counsel
- Administrative Services

HTHL has developed a proven track record of being able to provide high quality administrative services to sites, as is demonstrated by HTHL's successful management of the seven sites which are already affiliates of HTHL. Administrative functions performed include:

- Pupil Accounting
  - Summarize daily attendance into monthly reports made available to site principals
  - Prepare and submit P1, P2 and Final attendance reports as well as the J18/19 and advance apportionment reports to chartering authority/and or CDE
- Budgeting and forecasting, including developing annual budgets for submission to chartering authorities as required by statute
- Accounting services including:
  - Maintain schools general ledgers per the State Standardized Account Code Structure
  - Provide monthly reconciliations of balance sheet items
  - Accounts Payable – process vendor invoices for payments and post accounting entries
  - Process employee reimbursements
- Fiscal reporting including
  - Provide to school monthly financial reports including balance sheet and actual vs. budget
  - Prepare J210 budget report including budget summary, ADA report cash flow report and break-out of revenue detail
  - Twice a year, prepare J250 Interim Financial Reports and submit to chartering authority
  - Prepare annually J200 Final Actuals Report
  - Prepare state and federal payroll tax filing reports quarterly and annually
- Payroll Processing
  - Maintain employee files and database
  - Process payroll for all school employees
  - Reconcile payroll checks to general ledger
  - Process federal and state tax payments as required by statue

  - Prepare W-2's and 1099's
- Purchasing
  - Perform all activities necessary to secure appropriate health and retirement benefits for employees including vendor selection, employee sign-up, informing staff about benefits options and acting as an intermediary between school and provider
  - Oversee all activities related to securing appropriate liability insurance including making application for bids, processing renewal applications and ensuring prudent levels of coverage
  - Oversee selection of food service vendors
  - Establish relationships with vendors to achieve bulk-purchase pricing benefits for textbooks, office supplies, janitorial supplies, etc.
- HR Compliance
  - Monitor and review all Worker's Comp and Unemployment claims
  - Maintain duplicate copies of employment records for school including documentation verifying eligibility for employment
  - Perform new hire processing including reference and background check, eligibility for employment, medical clearance, fingerprinting
  - Perform exit interview and complete exit paperwork for employees leaving the school

Facilities

All sites within the HTHL Statewide Charter will incorporate the "look and feel" of the original Gary and Jerri-Ann Jacobs High Tech High campus. That look and feel will include both the functionality of the space as well as the aesthetic design elements that distinguish High Tech High. The sites shall be housed in buildings consisting of approximately 40,000 square feet, a size sufficient to serve the sites' projected student enrollment.

HTHL will seek fee-simple ownership of all buildings housing HTHL Statewide Charter School sites but reserves the option of leasing facilities where appropriate. HTHL will secure facilities on behalf of Statewide Charter School sites and will sublease those sites to schools at cost. Locations will be chosen that allow HTHL sites to attract a student bodies that are representative of the surrounding socio-economic and cultural diversity. HTHL shall attempt to locate sites within areas eligible for New Market Tax Credits but reserves the right to locate in other areas. HTHL shall notify the CDE within 60 days of proposed commencement of instruction of each site.

Transportation

Except for those students who may be entitled to transportation under IDEA, transportation is a parental responsibility for students attending sites of the HTHL Statewide Charter School.

Audits

The HTHL Statewide Charter School will engage an independent auditor to produce an annual financial audit according to generally accepted accounting principles. As has occurred in the past for schools managed by HTHL, the audit for the HTHL Statewide Charter School will present both a consolidated report showing financial information for the entire HTHL Statewide Charter School as well as information disaggregated by site. HTHL will transmit a copy of the audit to the State Controller, the State Board of Education and the State Department of Education by December 15 of each year. Should the audit note any exceptions or deficiencies, HTHL will follow a procedure whereby the school:

- Informs in writing all audit recipients of any exception and/or deficiency the School disputes or believes it has already corrected by the time of submitting the audit, along with supporting documentation;
- Informs all audit recipients in writing of a proposed timetable with benchmarks for the correction of each exception and/or deficiency still outstanding at time of audit submission; and
- Resolves all outstanding or disputed exceptions and/or deficiencies to the mutual satisfaction of the state and the School by no later than the following June 30th or other time as may be mutually agreed to.

Closure Protocol

If the HTHL Statewide Charter School or any of its individual sites should require dissolution and winding up for any reason, assets remaining after payment of all debts and liabilities and a final audit will be distributed as follows: (1) All assets and property purchased with public money will be distributed first to HTHL if it is still operating, then to High Tech High Foundation, for the benefit of other charter schools established by the foundation, and if neither organization is operating, to the SBE. (2) All other assets and property will be distributed to a nonprofit fund, foundation or association in accordance with state law. Further, HTHL will notify parents, students, the California Department of Education, and districts affected by the closure and will transfer all pupil records as appropriate. Finally, HTHL will produce a final audit for the charter-granting agency that determines the disposition of all assets and liabilities.

IMPACT ON CHARTER AUTHORIZER

Authorizer Liability

The HTHL Charter School shall hold harmless, defend and indemnify the SBE, its officers and employees, from every liability, claim or demand which may be made by reason of: (a) any injury to person or property sustained by School, its officers, employees or authorized volunteers; and (b) any injury to person or property sustained by any person, firm or corporation caused by any act, neglect, default, or omission of School, its officers, employees or agents. In cases of such liabilities, claims or demands, the HTHL Statewide Charter School at its

own expense and risk shall defend all legal proceedings which may be brought against the SBE, its officers and employees, and satisfy any resulting judgments up to the required amounts that may be rendered against any of them.

Charter Term
The petitioners request the State Board of Education approve a term of this charter that shall begin for a five-year period on July 1, 2006 and end June 30, 2011. The School justifies this five-year term based on the increased difficulty of securing staff and facilities financing with a shorter term and on the successful record of the School's educational design.

The SBE shall not allow the charter to expire, without renewal, through lack of timely consideration by the SBE if the School submits the charter for renewal at least nine months prior to expiration.

Charter Revisions
Material revisions to the charter must be approved by the SBE. However, any proposed revisions to the charter will be presented to the SBE for a determination as to whether it is a material revision that must be approved by the SBE. The SBE will make its determination and, if required, the SBE will consider the revision for approval within 60 days of submission by the School or within a time mutually agreed to.

Severability
The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the SBE and HTHL Statewide Benefit Charter School. The SBE and HTHL Statewide Benefit Charter School agree to meet to discuss and resolve any issue or differences relating to invalidated provisions in a timely and proactive fashion.

Information Exchange
HTHL agrees to permit the SBE and/or its designees to inspect and receive copies of all records relating to the operation of the HTHL Statewide Charter School, including financial, personnel, and pupil records. HTHL shall promptly comply with all reasonable written requests for information pertaining to the operations of the School and shall provide the SBE regular access to all sites operated under this Statewide Benefit Charter School.

ASSURANCES

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a Statewide Benefit Charter School for High Tech High Learning to be located in communities identified in this charter application is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further I understand that if awarded a charter, each of the sites of the HTHL Statewide Charter School:

1. Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non charter public schools.
2. Will be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with 3540) of Division 4 of Title 4 of Title 1 of the Government Code.
3. Will be nonsectarian in its programs, admissions, policies, employment practices, and all other operations.
4. Will not charge tuition.
5. Will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process.
6. Will not discriminate against any student on the basis of ethnic background, national origin, gender, or disability.
7. Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.
8. Will meet all requirements for employment set forth in applicable provisions of law, including but not limited to credentials, as necessary.
9. Will ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which teachers in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers.
10. Will at all times maintain all necessary and appropriate insurance coverage.
11. Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

12. Will provide an annual report to the SBE reflecting student achievement data, performance benchmarks, and other pertinent data supporting state charter goals.
13. Will notify the CDE within 60 days of proposed commencement of instruction of each site

_____ (Authorized Signature)
_____ (Date)

APPENDICES

List of sites to be operated under the HTHL Statewide Benefit Charter
Demographics of Locations for HTHL Statewide Charter Sites
Site Descriptions
Desert/Mountain SELPA Local Plan
HTH Learning Board Members
Facilities Design Specifications for High Tech High Schools
Financials

List of Sites to be Operated under the HTHL Statewide Charter

School*	Location**	Proposed Opening***
HTH Hesperia	Hesperia (San Bernardino County)	2006 or 2007
HTH Environmental	Chula Vista (San Diego County, Sweetwater Union HSD)	2006 or 2007
HTH Escondido	Escondido (San Diego County)	2006 or 2007
HTH National City	National City (San Diego County, Sweetwater Union HSD)	2007 or 2008
HTH San Mateo	San Mateo County	2007 or 2008
HTH Finance	Central San Diego	2008 or 2009
HTH San Jose	San Jose (Santa Clara County; Eastside Union HSD or San Jose Unified)	2008 or 2009
HTH Hesperia II	Hesperia (San Bernardino County)	2008 or 2009
HTH Escondido II	Escondido (San Diego County)	2009 or 2010
HTH East SD County	East San Diego County	2009 or 2010

* HTH Learning reserves the right to adjust the name of affiliate sites based upon input from local communities.
**HTH Learning will open sites within identified counties but reserves the right to open sites in school districts adjacent to the identified school districts if HTHL determines that the most suitable facilities are found to be located in those adjacent school districts.
***HTH Learning reserves the right to adjust the sequence and timeline of school openings as necessary to respond to circumstances at a local level, including the availability of suitable facilities.

Demographics of Locations for HTHL Statewide Charter Sites

	San Mateo County	San Diego County	San Diego Unified	San Bernardino County	Hesperia Unified	Escondido Union HSD	Sweetwater Union HSD	Santa Clara County	East Side Union HSD	San Jose Unified
American Indian	0.3	0.9	0.5	0.7	0.5	0.7	0.6	0.6	0.4	1.7
Asian	11.3	5	8.7	2.7	0.4	2.7	2.3	23.4	27	12.9
Pacific Islander	3	0.9	1	0.5	1.2	0.4	0.9	0.7	0.9	0.5
Filipino	9.6	4.9	7.5	1.3	0.5	2	8.8	5.1	9.7	1.8
Hispanic	33.1	40.8	41.9	50.5	39.6	44.6	68.9	34.8	43	34.8
African American	4.4	7.7	14.5	11.5	5.1	2.6	4.8	3.5	4.5	3.5
White	36	38.9	25.9	30.2	49	46.3	13.9	30.1	14.3	28.9
Multiple/No Response	2.2	0.9	0	2.6	3.7	0.7	0	1.8	0.2	0
% F/R Lunch	29.6	41.8	50.7	51.3	55.5	15.7	51.6	32.2	26.3	43.7
% EL	23.4	23.4	28.1	18.8	15.3	17.8	26.4	25.2	28.1	26.0
% grads with A-G (02-03)	43.6	35.3	38.5	21.1	24.9	25.8	27.9	44.9	29.6	64.2
*Data from www.ed-data.k12.ca.us for 2003-2004 except where noted										

SITE DESCRIPTIONS

(Note: For each site presented below, please see additional information about site names, locations and timelines for opening provided above in the table: "List of Sites to be Operated under the HTHL Statewide Charter.")

HIGH TECH HIGH HESPERIA

Location
Hesperia, California, located within San Bernardino County and within the Hesperia Unified School District.

Timeline
High Tech High Hesperia will open in September 2006 or 2007 serving 250 students in grades 9 and 10. It will grow to serve approximately 450-470 students in grades 9-12 by its third year of operations.

School Background
As HTHL has developed a positive relationship with the Desert/Mountain SELPA, requests from SELPA partners to HTHL to establish schools within the geographic borders of the SELPA have grown. Some of the strongest support has come from the Hesperia community where a rapidly growing student enrollment has coupled with a history of local high schools failing to place a high percentage of graduates in colleges and universities to create a serious problem in secondary education in the area.

Like other High Tech High sites, HTH Hesperia will seek to draw upon the growing diversity of the surrounding county, including economically disadvantaged students, while maintaining high performance standards for all students. The site will remain true to the High Tech High design principles of personalization, common intellectual mission, and adult-world connection, and students will engage in project-based learning.

Plan for Community Input and Notification
HTHL has already begun the process of engaging the Hesperia community by attending meetings in the area and creating opportunities for local representatives to learn more about HTHL at our flagship school in San Diego. Discussions to date have centered on how HTHL may develop a thematic focus for the school which will enable it to engage students in manner that will increase the percentage of area students who complete A-G requirements. The percentage of current Hesperia Unified School District students that complete A-G Requirements is an alarmingly low 24.9%.

In the near future we plan to begin hosting community events at schools and various civic organizations. We are also in the process of establishing a "Friends of HTH Hesperia" advisory group to assist in planning for the new school. The site will incorporate as a subsidiary of HTHL in the coming months and will apply to receive 501c3 nonprofit status from the I.R.S.

Per state guidelines, High Tech High:

- Will hold a minimum of one publicly noticed meeting for this school with a summary of the input received at the meeting posted on the school's website; and
- Will inform the local school district and county superintendents of the location of the proposed school at least 120 days prior to the commencement of instruction.

The Charter Petition contains the necessary signatures of prospective teachers for the site.

Potential Facilities

HTHL currently holds an option on property in Hesperia for development of HTH Hesperia. Staff are now engaged in discussions with the City of Hesperia to determine the feasibility of locating the site on the controlled property. City staff are also assisting HTHL to generate a list of possible alternative sites, with an emphasis on finding sites that are eligible for New Markets Tax Credits. We anticipate construction commencing on HTH Hesperia by late fall of 2005. If a viable site has not been identified by that time, HTHL may delay the opening of HTH Hesperia.

HIGH TECH HIGH ENVIRONMENTAL

Location
Chula Vista, California, located within San Diego County and within the Sweetwater Union High School District.

Timeline
High Tech High Environmental will open in September 2006 or 2007 serving approximately 250 students in grades 9 and 10. It will grow to serve approximately 450-470 students in grades 9-12 by its third year of operations.

School Background
As demand for High Tech High schools in San Diego County continues to outpace the number of slots available for students, HTHL has been approached by a number of local civic and community leaders about the possibility of opening sites in different areas within San Diego County. Of particular interest to HTHL has been the possibility of opening sites within the South Bay area, where the sites would have close proximity to a high percentage EL students and students coming from demographic groups that have been historically underrepresented in math, science and technology fields.

More than a year ago, HTHL was approached by a local property owner in the National City/Chula Vista area who offered to gift to HTHL a seven acre site for the creation of a HTH site having a thematic focus on issues of cross-border environmentalism and biodiversity. Unfortunately, the original site was determined to not be viable as a HTH school, but HTHL, having developed considerable plans for a school with an environmental focus, initiated a search for suitable facilities to house the site. The City of Chula Vista has been supportive of HTHL's effort to start a school in their community and has identified a potential site for the school.

As part of our preparation for opening HTH Environmental, the site's future leaders have done extensive research into other public schools that feature a focus on environmental issues. The site's leaders have recently returned from a trip to Israel where they observed a school that operates a 40,000 square foot greenhouse, which serves as the laboratory for the science and math projects that the school's students undertake. HTH Environmental is now considering how a similar working greenhouse and laboratory may be incorporated into the site's design. To HTHL's knowledge, there is no school in the United States currently operating a full greenhouse/laboratory as now envisioned for HTH Environmental.

Like other High Tech High sites, HTH Environmental will draw upon the diversity of San Diego County, including economically disadvantaged students, while maintaining high performance standards for all students. The site will remain

true to the High Tech High design principles of personalization, common intellectual mission, and adult-world connection, and students will engage in project-based learning with a main emphasis on environmentalism and biodiversity as the platform for integrated curriculum across the disciplines.

Plan for Community Input and Notification

HTHL has already begun the process of engaging the Chula Vista community by attending meetings in the area and creating opportunities for local representatives to learn more about HTHL at our flagship school in San Diego. Discussions to date have centered on how HTHL may develop a thematic focus for the school which will enable it to engage the high percentage of EL students who are likely to attend the school.

In the near future HTHL plans to begin hosting community events at schools and various civic organizations. We are also in the process of establishing a "Friends of HTH Environmental" advisory group to assist in planning for the new school. The advisory group has identified prospective board members. HTHL will incorporate the site as a subsidiary of HTHL in the coming months. HTHL will apply on behalf of HTH Environmental to receive 501c3 nonprofit status from the I.R.S.

Per state guidelines, HTHL will:

- Hold a minimum of one publicly noticed meeting for this school with a summary of the input received at the meeting posted on the school's website; and
- Inform the local school district and county superintendents of the location of the proposed school at least 120 days prior to the commencement of instruction.

The Charter Petition contains the necessary signatures of prospective teachers for the site.

Potential Facilities

Working in collaboration with the City of Chula Vista, HTHL has identified a potential facility for the site. The potential site is an approximately 4.8 acre city-owned parcel on E Street on the Bayfront in Chula Vista, immediately adjacent to the Chula Vista Nature Center. The parcel is located within an area defined to be low income by the federal government and, as such, is eligible for New Markets Tax Credits. The City and HTHL are in discussions about how the site may be made available to HTHL in time for the site to open in September 2006. If the site is determined to not be viable, HTHL will resume the search for other appropriate properties. Wherever the school is ultimately located, HTHL intends to make the HTH Environmental facility reflect the values of the site's chosen thematic focus. To the extent possible, the site will be housed with an eco-

friendly building, one that is all or partly solar powered and that minimizes use of water and emissions of gases damaging to the environment.

HIGH TECH HIGH ESCONDIDO

Location
Escondido, California, located within San Diego County and within the Escondido High School District.

Timeline
High Tech High Escondido will open in September 2006 or 2007 serving approximately 250 students in grades 9 and 10. It will grow to serve approximately 450-470 students in grades 9-12 by its third year of operations.

School Background
As demand for High Tech High schools in San Diego County continues to outpace the number of slots available for students, HTHL has been approached by a number of local civic and community leaders about the possibility of opening sites in different areas within San Diego County. Of particular interest to HTHL has been the possibility of opening sites within the North County area, where the sites would have close proximity to a growing percentage of Latino students.

Recently, HTHL was approached by a group of local parents and business leaders who wanted to assist in the development of a HTH site to be established in Escondido. This group established "Friends of HTH Escondido," an advisory panel supporting development of the site that been instrumental in assisting HTHL to develop local relationships in the Escondido area. The City of Escondido has been supportive of HTHL's effort to start a school in the community and has provided a list of potential properties that would qualify for New Markets Tax Credits. The Friends of HTH Escondido and HTHL have also developed a relationship with the San Diego Wild Animal Park, which may grow into a formal relationship that could provide the site with a thematic focus around endangered species and life sciences.

Like other High Tech High sites, HTH Escondido will draw upon the diversity of San Diego County, including economically disadvantaged students, while maintaining high performance standards for all students. The site will remain true to the High Tech High design principles of personalization, common intellectual mission, and adult-world connection, and students will engage in project-based learning with a possible emphasis on life sciences as the platform for integrated curriculum across the disciplines.

Plan for Community Input and Notification
HTHL has already begun the process of engaging the Escondido community by hosting and attending meetings in the area and creating opportunities for local representatives to learn more about HTHL at our flagship school in San Diego. Discussions to date have centered on how HTHL may develop a thematic focus

for the school which would capitalize upon the local community resources available within Escondido.

HTHL has also assisted in the development of the "Friends of HTH Environmental" advisory group to assist in planning for the new school. The group has identified a list of prospective board members. We anticipate incorporating the school as a subsidiary of HTHL in the coming months. HTHL will apply on behalf of HTH Escondido to receive 501c3 nonprofit status from the I.R.S.

Per state guidelines, HTHL will:

- Hold a minimum of one publicly noticed meeting for this school with a summary of the input received at the meeting posted on the school's website; and
- Inform the local school district and county superintendents of the location of the proposed school at least 120 days prior to the commencement of instruction.

The Charter Petition contains the necessary signatures of prospective teachers for the site.

Potential Facilities

HTHL is still working to find a suitable site for HTH Escondido. The City of Escondido has provided a list of available sites and HTHL has given priority to those sites that qualify for New Markets Tax Credits. Early meetings with representatives of the San Diego Wild Animal Park have also included discussions about the possibility of locating the school on the Wild Animal Park grounds. That location would not be eligible for New Markets Tax Credits, but HTHL and the Friends of HTH Escondido believe that the possibility of locating the school on the Wild Animal Park grounds is attractive enough to warrant deviating from our preferred approach of locating within areas eligible for New Markets Tax Credits. Good public transportation exists to the Wild Animal Park making HTHL confident that the site would attract the desired demographic of students.

HIGH TECH HIGH NATIONAL CITY

Location
National City, California, located within San Diego County and within the Sweetwater Union High School District.

Timeline
High Tech High National City will open in September 2007 or 2008 serving approximately 250 students in grades 9 and 10. It will grow to serve approximately 450-470 students in grades 9-12 by its third year of operations.

School Background
As demand for High Tech High schools in San Diego continues to outpace the number of slots available for students, HTHL has been approached by a number of local civic and community leaders about the possibility of opening sites in different areas within San Diego County. In the summer of 2004, HTHL was approached by a coalition of business, education and civic leaders from National City who encouraged HTHL to establish a high school as part of the "Sweetwater Education Collaborative," a new initiative which would attempt to improve a historically low income area of National City by encouraging secondary education providers, institutions of higher education and low-income housing and commercial developers to partner on a large-scale multi-use project. HTHL was happy to agree and has begun to develop plans for how HTH National City can capitalize upon the close proximity the site will have to the Collaborative's various partners and to other resources in the National City area.

Like other High Tech High sites, HTH National City will draw upon the diversity of San Diego County, including economically disadvantaged students, while maintaining high performance standards for all students. The site will remain true to the High Tech High design principles of personalization, common intellectual mission, and adult-world connection, and students will engage in project-based learning.

Plan for Community Input and Notification
HTHL has engaged in extensive community engagement in the National City area since HTHL first began to develop plans for HTH Environmental (see above). As the Collaborative continues to progress, HTHL will resume the process of engaging with the local community to identify a thematic focus for the school and make other preparations for school opening. HTHL will also assist in the development of a "Friends of HTH National City" advisory panel, which will assist in planning for the new site. In the unlikely event that the Education Collaborative does not continue to move forward, HTHL is prepared to independently continue preparations for the establishment of HTH National City. HTHL will incorporate the site as a subsidiary of HTHL and will apply to receive 501c3 nonprofit status from the I.R.S.

Per state guidelines, HTHL will:

- Hold a minimum of one publicly noticed meeting for this school with a summary of the input received at the meeting posted on the school's website; and
- Inform the local school district and county superintendents of the location of the proposed school at least 120 days prior to the commencement of instruction.

HTHL will also gather and submit to the SBE the necessary signatures of parents/guardians and/or prospective teachers for the site.

Potential Facilities

HTHL is working with the City of National City to identify a suitable location within the proposed Sweetwater Education Collaborative. All sites proposed to date have been determined to be eligible for New Markets Tax Credits. Given the preponderance of low income areas in National City, HTHL is optimistic that it will ultimately be able to locate the site an area eligible for New Markets Tax Credits.

HIGH TECH HIGH SAN MATEO

Location
San Mateo County, within the Sequoia Union High School District.

Timeline
High Tech High San Mateo will open in September 2007 or 2008 serving approximately 250 students in grades 9 and 10. It will grow to serve approximately 450-470 students in grades 9-12 by its third year of operations.

School Background
As the reputation of High Tech High schools continues to strengthen, HTHL finds that many school developers and local leaders in different areas of the state are requesting that HTHL open schools in their communities. A high number of requests for HTHL services have come from various stakeholder groups within San Mateo County.

Whenever HTHL enters a new region, our preference is to open a pod of tightly situated sites so that staff may share expertise and support one another. Given that HTHL is committed to opening HTH Bayshore in Redwood City, it is only natural that HTHL would be interested in opening additional sites in the area. Once HTH Bayshore has grown to full enrollment and may, like our signature school in San Diego, support the development of additional schools in the region, HTHL intends to open an additional school in San Mateo County.

Like other High Tech High sites, HTH San Mateo will draw upon the diversity of the surrounding county, including economically disadvantaged students, while maintaining high performance standards for all students. The site will remain true to the High Tech High design principles of personalization, common intellectual mission, and adult-world connection, and students will engage in project-based learning.

Plan for Community Input and Notification
HTHL has engaged in extensive community engagement in the San Mateo County region, hosting events at schools and various civic organizations and creating opportunities for local representatives to learn more about HTHL at our flagship school in San Diego. Discussions to date have centered on how HTHL may develop a unique thematic focus for the school which will distinguish it from HTH Bayshore, allow the school to capitalize upon local resources in San Mateo County and create a strong basis for engaging local students in project-based learning. Other discussions have focused on where best to locate the school so that the school may best serve a student body that is representative of the diversity of San Mateo County. HTHL will also assist in the development of a “Friends of HTH San Mateo” advisory panel, which will assist in planning for the new site.

In addition, many CEO-level business leaders from Silicon Valley and the greater Bay Area have been invited to a round table discussion to be hosted by Tim Draper where leaders may share their ideas for how the local business community may catalyze the development of innovative high schools that graduate students better prepared to meet the needs of employers in California's technology-driven economy. It is expected that part of this discussion will center on generating input about what may be an appropriate thematic focus and specific geographic location with the county for the site.

As HTHL's plans for HTH San Mateo mature, HTHL will begin hosting community events at schools and various civic organizations. HTHL will also assist in the development of a "Friends of HTH San Mateo" advisory group to assist in planning for the new school. HTHL will incorporate the school as a legal subsidiary of HTHL and will apply for 501c3 nonprofit status from the I.R.S.

Per state guidelines, HTHL will:

- Hold a minimum of one publicly noticed meeting for this school with a summary of the input received at the meeting posted on the school's website; and
- Inform the local school district and county superintendents of the location of the proposed school at least 120 days prior to the commencement of instruction.

HTHL will also gather and submit to the SBE the necessary signatures of parents/guardians and/or prospective teachers for the site.

Potential Facilities

HTHL is working with our local partners to determine the optimal location for HTH San Mateo. One option currently being considered is attempting to locate the site in very close proximity to HTH Bayshore where a "village" of HTH schools could be established much like "HTH Village" in San Diego. A benefit to this approach would be that the site would certainly be located in an area eligible for New Markets Tax Credits, affording the site strong prospects for recruiting a diverse student body. A concern would be determining whether sufficient demand exists to support two sites in the same location within San Mateo County. HTHL is also considering other areas within San Mateo County. HTHL will attempt to locate the site within an area eligible for New Markets Tax Credits.

HIGH TECH HIGH FINANCE

Location
San Diego, California, located within San Diego County and within the San Diego Unified School District.

Timeline
High Tech High Finance will open in September 2008 or 2009 serving approximately 250 students in grades 9 and 10. It will grow to serve approximately 450-470 students in grades 9-12 by its third year of operations.

School Background
As demand for High Tech High schools in San Diego continues to outpace the number of slots available for students, we have sought to add new schools in the San Diego area. HTHL has long had a group of supporters who have encouraged HTHL to establish a school that would have a focus on finance and entrepreneurship. These supporters have met with HTHL on several occasions and are working within the business community to develop additional support for the establishment of HTH Finance, a site most likely to be located within Downtown San Diego where the site's students would enjoy close proximity to San Diego's financial center.

Like other High Tech High sites, HTH Finance will draw upon the diversity of San Diego County, including economically disadvantaged students, while maintaining high performance standards for all students. The site will remain true to the High Tech High design principles of personalization, common intellectual mission, and adult-world connection, and students will engage in project-based learning with a main emphasis on finance and entrepreneurship as the platform for integrated curriculum across the disciplines.

Plan for Community Input and Notification
HTH Finance will engage in extensive community engagement in the San Diego region hosting events at schools and various civic organizations. HTHL will also assist in the development of a "Friends of HTH Finance" advisory panel, which will assist in planning for the new site. HTHL will incorporate the school as a subsidiary of HTHL and will apply for 501c3 nonprofit status from the I.R.S.

Per state guidelines, HTHL will:

- Hold a minimum of one publicly noticed meeting for this school with a summary of the input received at the meeting posted on the school's website; and
- Inform the local school district and county superintendents of the location of the proposed school at least 120 days prior to the commencement of instruction.

HTHL will also gather and submit to the SBE the necessary signatures of parents/guardians and/or prospective teachers for the site.

Potential Facilities

HTHL is working with our local partners to determine the optimal location for HTH Finance. One option currently being considered is attempting to locate the site in close proximity to San Diego's financial center in Downtown San Diego. A limited number of parcels within Downtown San Diego are eligible for New Markets Tax Credits, but high real estate costs in Downtown may require that the school either lease facilities or locate outside of Downtown. If an affordable facility is secured in Downtown San Diego for HTH Finance, HTHL is confident good public transportation options will enable the site to serve a diverse student body.

HIGH TECH HIGH SAN JOSE

Location
San Jose, California, located within either Santa Clara County and within either the San Jose Unified School District or Eastside Union High School District

Timeline
High Tech High San Jose will open in September 2008 or 2009 serving approximately 250 students in grades 9 and 10. It will grow to serve approximately 450-470 students in grades 9-12 by its third year of operations.

School Background
As the reputation of High Tech High schools continues to strengthen, HTHL finds that many school developers and local leaders in different areas of the state are requesting that HTHL open schools in their communities. A high number of requests for HTHL services have come from various stakeholder groups within San Jose.

Whenever HTHL enters a new region, our preference is to open a pod of tightly situated sites so that staff may share expertise and support one another. Given that HTHL is committed to opening HTH Bayshore in Redwood City, and given that HTHL is committed to serving integrated student bodies, it is only natural that HTHL would be interested in opening a site in San Jose. Once HTH Bayshore has grown to full enrollment and may, like our signature school in San Diego, support the development of additional schools in the region, HTHL intends to open a site in San Jose.

Like other High Tech High sites, HTH San Jose will draw upon the diversity of the greater region, including economically disadvantaged students, while maintaining high performance standards for all students. The site will remain true to the High Tech High design principles of personalization, common intellectual mission, and adult-world connection, and students will engage in project-based learning.

Plan for Community Input and Notification
HTHL will engage in extensive community engagement in the San Jose region regarding the development of HTH San Jose. Events will include hosting events at schools and various civic organizations in the area and creating opportunities for local representatives to learn more about our programs by visiting our schools in San Mateo County and San Diego. HTHL will also assist in the development of a “Friends of HTH San Jose” advisory panel, which will assist in planning for the new site. HTHL will incorporate the school as a subsidiary of HTHL and will apply for 501c3 nonprofit status from the I.R.S.

Per state guidelines, HTHL will:

- Hold a minimum of one publicly noticed meeting for this school with a summary of the input received at the meeting posted on the school's website; and
- Inform the local school district and county superintendents of the location of the proposed school at least 120 days prior to the commencement of instruction.

HTHL will also gather and submit to the SBE the necessary signatures of parents/guardians and/or prospective teachers for the site.

Potential Facilities

HTHL will work with the "Friends of HTH San Jose" to identify a suitable location for HTH San Jose. Given the preponderance of low income areas in San Jose, HTHL is optimistic that it will ultimately be able to locate the site in an area eligible for New Markets Tax Credits.

TECH HIGH HESPERIA II

Location
Hesperia, California, located within San Bernardino County and within the Hesperia Unified School District.

Timeline
High Tech High Hesperia will open in September 2006 or 2007 serving 250 students in grades 9 and 10. It will grow to serve approximately 450-470 students in grades 9-12 by its third year of operations.

School Background
As HTHL has developed a positive relationship with the Desert/Mountain SELPA, requests from SELPA partners to HTHL to establish schools within the geographic borders of the SELPA have grown. Some of the strongest support has come from the Hesperia community where a rapidly growing student enrollment has coupled with a history of local high schools failing to place a high percentage of graduates in colleges and universities to create a serious problem in secondary education in the area.

Like other High Tech High sites, HTH Hesperia will seek to draw upon the growing diversity of the surrounding county, including economically disadvantaged students, while maintaining high performance standards for all students. The site will remain true to the High Tech High design principles of personalization, common intellectual mission, and adult-world connection, and students will engage in project-based learning.

Plan for Community Input and Notification
HTHL has already begun the process of engaging the Hesperia community by attending meetings in the area and creating opportunities for local representatives to learn more about HTHL at our flagship school in San Diego. Discussions to date have centered on how HTHL may develop a thematic focus for the school which will enable it to engage students in manner that will increase the percentage of area students who complete A-G requirements. The percentage of current Hesperia Unified School District students that complete A-G Requirements is an alarmingly low 24.9%.

In the near future we plan to begin hosting community events at schools and various civic organizations. We are also in the process of establishing a “Friends of HTH Hesperia” advisory group to assist in planning for the new school. The site will incorporate as a subsidiary of HTHL in the coming months and will apply to receive 501c3 nonprofit status from the I.R.S.

Per state guidelines, High Tech High:

- Will hold a minimum of one publicly noticed meeting for this school with a summary of the input received at the meeting posted on the school's website; and
- Will inform the local school district and county superintendents of the location of the proposed school at least 120 days prior to the commencement of instruction.

HTHL will also gather and submit to the SBE the necessary signatures of parents/guardians and/or prospective teachers for the site.

Potential Facilities

HTHL currently holds an option on property in Hesperia for development of HTH Hesperia II. The property is adjacent to the parcel that may be used for the original HTH Hesperia, allowing potentially for the establishment of a "village" of schools in Hesperia. Staff are now engaged in discussions with the City of Hesperia to determine the feasibility of locating the site on the controlled property. City staff are also assisting HTHL to generate a list of possible alternative sites, with an emphasis on finding sites that are eligible for New Markets Tax Credits.

HIGH TECH HIGH ESCONDIDO II

Location
Escondido, California, located within San Diego County and within the Escondido High School District.

Timeline
High Tech High Escondido will open in September 2009 or 2010 serving approximately 250 students in grades 9 and 10. It will grow to serve approximately 450-470 students in grades 9-12 by its third year of operations.

School Background
As demand for High Tech High schools in San Diego County continues to outpace the number of slots available for students, HTHL has been approached by a number of local civic and community leaders about the possibility of opening sites in different areas within San Diego County. Of particular interest to HTHL has been the possibility of opening sites within the North County area, where the sites would have close proximity to a growing percentage of Latino students.

Recently, HTHL was approached by a group of local parents and business leaders who wanted to assist in the development of a HTH site to be established in Escondido. This group established "Friends of HTH Escondido," an advisory panel supporting development of the site that been instrumental in assisting HTHL to develop local relationships in the Escondido area. The City of Escondido has been supportive of HTHL's effort to start a school in the community and has provided a list of potential properties that would qualify for New Markets Tax Credits. In addition to establishing a relationship with the San Diego Wild Animal Park, The Friends of HTH Esondido have brokered key relationships and potential partnership that would allow for the establishment of a site near the downtown area in Escondido.

Like other High Tech High sites, HTH Escondido will draw upon the diversity of San Diego County, including economically disadvantaged students, while maintaining high performance standards for all students. The site will remain true to the High Tech High design principles of personalization, common intellectual mission, and adult-world connection, and students will engage in project-based learning with a possible emphasis on life sciences as the platform for integrated curriculum across the disciplines.

Plan for Community Input and Notification
HTHL has already begun the process of engaging the Escondido community by hosting and attending meetings in the area and creating opportunities for local representatives to learn more about HTHL at our flagship school in San Diego. Discussions to date have centered on how HTHL may develop a thematic focus

for the site which would capitalize upon the local community resources available within downtown Escondido.

HTHL has also assisted in the development of the “Friends of HTH Escondido” advisory group to assist in planning for the new school. HTHL will apply on behalf of HTH Escondido to receive 501c3 nonprofit status from the I.R.S.

Per state guidelines, HTHL will:

- Hold a minimum of one publicly noticed meeting for this school with a summary of the input received at the meeting posted on the school’s website; and
- Inform the local school district and county superintendents of the location of the proposed school at least 120 days prior to the commencement of instruction.

HTHL will also gather and submit to the SBE the necessary signatures of parents/guardians and/or prospective teachers for the site.

Potential Facilities

HTHL is still working to find a suitable site for HTH Escondido. The City of Escondido has provided a list of available sites and HTHL has given priority to those sites that qualify for New Markets Tax Credits.

HIGH TECH HIGH EAST SAN DIEGO COUNTY

Location
San Diego, California, located within San Diego County and within the San Diego Unified School District.

Timeline
High Tech High East San Diego County will open in September 2009 or 2010 serving approximately 250 students in grades 9 and 10. It will grow to serve approximately 450-470 students in grades 9-12 by its third year of operations.

School Background
As demand for High Tech High schools in San Diego County continues to outpace the number of slots available for students, HTHL has been approached by a number of local civic and community leaders about the possibility of opening sites in different areas within San Diego County. Over two years ago, HTHL was approached regarding the possibility of opening a school in East San Diego County. After many months of planning, the proposed location for the site was determined unexpectedly to not be available and plans for the East County site had to be tabled. While HTHL has not yet found a suitable alternative site for the East San Diego site, our organization stays committed to our local supporters and intends to open an East San Diego site as part of this HTHL Statewide Benefit Charter School.

Like other High Tech High sites, HTH East County will draw upon the diversity of San Diego County, including economically disadvantaged students, while maintaining high performance standards for all students. The site will remain true to the High Tech High design principles of personalization, common intellectual mission, and adult-world connection, and students will engage in project-based learning with a preliminary emphasis on media and visual art as the platform for integrated curriculum across the disciplines. This thematic focus is subject to change pending further input from the local community.

Plan for Community Input and Notification
HTHL has engaged in extensive community engagement in the East San Diego County region. During that engagement, the site developed a preliminary focus on media arts. In the near future we plan to resume hosting community events at schools and various civic organizations to gather community input. We will also assist in the development of “Friends of HTH East San Diego County,” an advisory group to assist in planning for the new school. The site will incorporate as a subsidiary of HTHL and will apply to receive 501c3 nonprofit status from the I.R.S.

Per state guidelines, HTHL will:

- Hold a minimum of one publicly noticed meeting for this school with a summary of the input received at the meeting posted on the school's website; and
- Inform the local school district and county superintendents of the location of the proposed school at least 120 days prior to the commencement of instruction.

HTHL will also gather and submit to the SBE the necessary signatures of parents/guardians and/or prospective teachers for the site.

Potential Facilities

HTHL is in the early stages of identifying a suitable facility for HTH East San Diego County. It is a priority to find a site eligible for New Markets Tax Credits.

ITEM # 12

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2005 AGENDA

SUBJECT	
Individuals with Disabilities Education Act of 2004: Special Education State Performance Plan	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

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

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SPP is a new reporting requirement from the Individuals with Disabilities Education Act (IDEA) of 2004 for submission to the Secretary of Education, U. S. Department of Education (ED).

SUMMARY OF KEY ISSUES

The SPP is required by IDEA 2004. Public Law 108-466 (20 *United States Code (USC)*) Section 1416(b)(1) requires that:

(A) IN GENERAL-Not later than 1 year after the date of enactment of the Individuals with Disabilities Education Improvement Act of 2004, each State shall have in place a performance plan that evaluates that State's efforts to implement the requirements and purposes of this part and describes how the State will improve such implementation.

(B) SUBMISSION FOR APPROVAL-Each State shall submit the State's performance plan to the Secretary for approval in accordance with the approval process described in subsection (c).

(C) REVIEW-Each State shall review its State performance plan at least once every 6 years and submit any amendments to the Secretary.

FISCAL ANALYSIS (AS APPROPRIATE)

Federal funds under IDEA will be withheld by the ED if this report is not submitted.

ATTACHMENT (S)

Attachment 1: Requirements for the State Performance Plan (30 Pages). The attachment is available on the Web at http://www.ed.gov/policy/speced/guid/idea/bapr/index.html.

The draft SPP will be provided in a last minute memorandum.

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: November 2, 2005

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

FROM: Sue Stickel, Deputy Superintendent
Curriculum and Instruction Branch

RE: Item No. 12

SUBJECT: Individuals with Disabilities Education Act of 2004: Special Education State Performance Plan

The Individuals with Disabilities Education Act (IDEA) of 2004, signed into law on December 3, 2004, requires that, within one year after signing, each state submit a performance plan that evaluates the state's efforts to implement the requirements and purposes of Part B of IDEA and describes how the state will improve such implementation. This plan is called the Part B State Performance Plan (Part B – SPP) and is due on December 2, 2005.

The Office of Special Education Programs (OSEP) provided instructions for completing the document in the memorandum OSEP 05-12, dated August 9, 2005. A template for the Part B – SPP was also included in the memorandum, along with the 20 priority indicators that must be addressed in the Part B – SPP. Examples of the indicators include graduation rates, dropout rates, least restrictive environment, child find, and post school outcomes. Timelines, benchmarks, and targets for each priority indicator are required, and some benchmarks and targets have been preset by OSEP. All these requirements will be addressed in the Part B – SPP by available data. States will be monitored against the benchmarks and targets set in the plan. In addition to this plan, states will be required to complete an Annual Performance Report (APR) due on February 1, 2007, through 2012, for which the memorandum also provided a template.

The Special Education Division is requesting authority to work with the Board President and liaison to approve any necessary changes prior to the December 2, 2005, submission.

Attachment 1: Draft Part B - SPP (141 Pages). (This attachment is not available for viewing on the Internet. A printed copy is available for viewing in the State Board of Education office.)

STATE OF CALIFORNIA
STATE PERFORMANCE PLAN
for

INDIVIDUALS WITH DISABILITIES EDUCATION ACT OF 2004

DRAFT

DUE: DECEMBER 2, 2005

Revised: 1/19/2012 3:21 PM

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Indicator #9 – Disproportionality Overall…….

Indicator #10 – Disproportionality Disability…….

Indicator #11 – Eligibility Evaluation…….

Indicator #12 – Part C to Part B Transition…….

Indicator #13 – Secondary Transition Goals and Services……..

Indicator #14 – Postschool…….

Indicator #15 – General Supervision…….

Indicator #16 – Complaints…….

Indicator #17 – Due Process…….

Indicator #18 – Hearing Requests……...

Indicator #19 – Mediation……..

Indicator #20 – State-reported Data…….

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Overview of California's State Performance Plan (SPP) Development

This section of the State Performance Plan (SPP) describes how the California Department of Education (CDE) met the requirements to obtain broad input from stakeholders and disseminate the completed SPP to the public.

The U.S Office of Special Education Programs (OSEP) finalized requirements under the SPP on August 10, 2005; among the requirements is a final due date for the report of December 2, 2005. During this brief time period, CDE completed the SPP, with broad stakeholder support as described below.

- The draft SPP requirements were presented and discussed during the summer 2005 meeting of the Key Performance Indicator Stakeholder Committee (KPISC), a comprehensive stakeholder group comprised of parents, advocates, special education staff, professional organizations, and administrator groups. Members of the KPISC provided input to the development of the SPP.
- During the summer of 2005, the draft SPP requirements were shared with a Statewide Preschool Stakeholder Committee (PSC). The PSC focused on the Part B indicators specific to preschool students. The presenters during the PSC meeting included the Branch Manager of the California Department of Developmental Services, the lead agency for Part C; the Early Childhood Outcomes Center; and the California Services for Technical Assistance and Training (CalSTAT), which is a project of the CDE, Special Education Division (SED).
- The SPP requirements were presented at a meeting of the California Advisory Commission on Special Education September 22, 2005. The Commission is an advisory body providing recommendations and advice to the State Board of Education, the State Superintendent of Public Instruction, the Legislature, and the Governor in new or continuing areas of research, program development and evaluation in California special education. The Advisory Commission consists of appointed members from the Speaker of the Assembly, Senate Committee on Rules, Governor, and the State Board of Education, as well as parents, persons with disabilities, persons knowledgeable about the administration of special education, teachers, and legislative representatives from the Assembly and Senate.
- The SPP requirements were presented at two separate California Special Education Management Information System (CASEMIS) training sessions with the special education local plan area (SELPA) Administrators and local educational agencies (LEA)/districts during the fall of 2005. CASEMIS is the primary data reporting and retrieval system for special education student-level data in the state of California.
- The requirements under the SPP were shared during the September monthly SELPA meeting as part of a broader discussion about new data

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collection requirements under the Individuals with Disabilities Education Act (IDEA) of 2004.

- Two stakeholder meetings with parents were held during October 2005, where the SPP was the focus. One meeting was held in Northern California and one in Southern California. Parents gained knowledge about the SPP requirements and shared their input.
- A draft of the SPP was presented to the State Board of Education for approval during the November 2005 meeting.

CDE staff participated in numerous calls with the OSEP and technical assistance centers to gain a better understanding of, and to provide feedback on the proposed SPP requirements. The SED Director and staff attended the OSEP Summer Institute in August 2005, where the primary focus was on the SPP requirements. CDE staff have spent countless hours gathering data, convening meetings to discuss effective strategies to address the SPP requirements, reconfiguring CASEMIS, preparing and making presentations, addressing questions and comments from the public, and writing the SPP.

The CDE will disseminate the completed SPP to the public via the department's Web site.

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State of California Part B State Performance Plan (SPP) for 2005-2010

Indicator #1 - Graduation

An overview of the State Performance Plan (SPP) development is described on pages 3 and 4 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE).

Indicator #1 – Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma. (20 U.S.C. 1416 (a)(3)(A)).

Measurement: The number of students receiving special education who graduated with a diploma divided by the number of special education students exited (students reported as returning to regular education or deceased are excluded from this calculation). Only students in the 12th grade or age 18 or older are included in this calculation.

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Overview of Issue/Description of System or Process:

The requirements to graduate with a regular diploma in California are the same for all students. The methods for calculating the graduation rate for students receiving special education differ from the methods used by general education in California. Through the California Special Education Management Information System (CASEMIS), the Special Education Division (SED) collects information about individual students receiving special education. This allows SED to calculate a more precise proportion of exiting students who graduate; general education calculates a cohort rate based on aggregate numbers.

General education calculates graduation as the number of twelfth-grade graduates who received a diploma in the school year indicated, or the summer following that year, divided by the number of students in grade 9 four years ago. The general education calculation does not take into account students who transfer into or out of a particular school.

Beginning in the 2005-06 school year, no student will receive a public high school diploma without having passed the California High School Exit Exam (CAHSEE) as well as having met the district's requirements for graduation. The CAHSEE is designed to significantly improve pupil achievement in public high schools and to ensure that pupils who graduate from public high schools can demonstrate grade level competency in reading, writing, and mathematics. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages districts to give these students the attention and

resources needed to help them achieve these skills during their high school years.

With increased focus on standards-based instruction at the high school level due to implementation of the CAHSEE, passing rates continue to increase. Special attention and funding (Assembly Bill 128) is being targeted to students with disabilities to provide remediation activities. Students with disabilities are making steady strides toward increasing graduation rates, but with targeted assistance passing rates should improve dramatically.

Baseline Data for FFY 2004 (2004-2005):

An estimated 64.5 percent of students receiving special education services in California exiting from grade twelve graduated with a regular diploma in 2004-05. Students reported as returning to general education or deceased are not included in the calculation. Data are from the individual student records reported to the state by local educational agencies (LEA) via the CASEMIS data system.

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Table 1a
Percent of Special Education Students
Graduating in California, 2000-05

Graduation	
YEAR	PERCENT
2004-05	64.5%
2003-04	60.2%
2002-03	58.7%
2001-02	58.8%
2000-01	51.6%

Discussion of Baseline Data:

Under the Individuals with Disabilities Education Act (IDEA) of 2004, the California Department of Education (CDE) is responsible for establishing statewide goals and indicators to be used to measure progress toward those goals. To do this CDE convened a comprehensive stakeholder group –the Key Performance Indicator Stakeholders Committee (KPISC). The KPISC is composed of approximately 30 advocacy, administrative, and/or professional organizations. The KPISC convenes at least twice a year to evaluate how well the state is meeting its five special education goals; to select districts for monitoring, and to identify priority areas to monitor during the reviews. The KPISC established, and CDE maintains, the system of Key Performance Indicators (KPI). These measures include graduation. The KPI measures are calculated annually at the district level and published on the web.

The KPI measures are benchmarked, which allows for comparison of scores to a statewide expectation, for capturing the direction of change, and for comparing districts of similar type (elementary, high school and unified). The benchmarks for graduation increase each year leading to a minimum target graduation percent in each district of 76 percent in school year 2011-12. Baseline benchmarks were set at the 25th percentile on the distribution of district-by-district graduation percents. The statewide rate reported in Table 1a is based on statewide total numbers, not on the distribution of district graduation rates. The specific annual benchmarks for Unified and High School Districts are different because the baseline rates differ for each group. Across California, 90 percent of the districts will meet or exceed their annual benchmark each year through 2011-12. These benchmarks were established in consultation with the KPISC.

FFY	Measurable and Rigorous Benchmarks and Targets
2005 (2005-2006)	For High School Districts with Grades 9-12, 50 percent of students will graduate with a regular diploma. For Unified and High School Districts with Grades 7-12, 34 percent of students will graduate with a regular diploma. At the state-level, 90 percent of districts will meet or exceed these annual benchmarks.
2006 (2006-2007)	For High School Districts with Grades 9-12, 51 percent of students will graduate with a regular diploma. For Unified and High School Districts with Grades 7-12, 36 percent of students will graduate with a regular diploma. At the state-level, 90 percent of districts will meet or exceed these annual benchmarks.
2007 (2007-2008)	For High School Districts with Grades 9-12, 53 percent of students will graduate with a regular diploma. For Unified and High School Districts with Grades 7-12, 39 percent of students will graduate with a regular diploma. At the state-level, 90 percent of districts will meet or exceed these annual benchmarks.
2008 (2008-2009)	For High School Districts with Grades 9-12, 56 percent of students will graduate with a regular diploma. For Unified and High School Districts with Grades 7-12, 45 percent of students will graduate with a regular diploma. At the state-level, 90 percent of districts will meet or exceed these

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	annual benchmarks.
2009 **(2009-2010)**	For High School Districts with Grades 9-12, 61 percent of students will graduate with a regular diploma. For Unified and High School Districts with Grades 7-12, 53 percent of students will graduate with a regular diploma. At the state-level, 90 percent of districts will meet or exceed these annual benchmarks.
2010 **(2010-2011)**	For High School Districts with Grades 9-12, 67 percent of students will graduate with a regular diploma. For Unified and High School Districts with Grades 7-12, 63 percent of students will graduate with a regular diploma. At the state-level, 90 percent of districts will meet or exceed these annual benchmarks.

Improvement Activities/Timelines/Resources:

This section describes **some** of the Department's activities and associated timelines and anticipated resources that may improve this indicator.

The State Superintendent of Public Instruction in California initiated a High School Initiative. This Initiative focuses on high expectations for all students, the development of world-class teachers and site administrators, the use of world-class instructional materials, successful transitions to postsecondary education, and the development of a community of support to nurture high achieving students. The State Superintendent's High School Summit of 2004 was followed in October 2005 by a similar summit focusing on students with disabilities.

Monitoring, Stakeholder Meetings, & Selected Special Projects

As a Key Performance Indicator, the graduation indicator may be used in several ways. First, it may be used to identify the pool of possible districts for review. Second, the KPIs are used in all monitoring reviews to "focus" review activities on those areas where the district is below the benchmark expectation and has a KPI value lower than the prior year.

The CDE was awarded a second State Improvement Grant (SIG2) *http://www.calstat.org/sigPcse.html* from the federal government. SIG2 will be used to improve special education services in California in numerous areas such as the quality and number of teachers and other personnel who work with students with disabilities, coordination of services for students with disabilities, behavioral supports available for students with disabilities, academic outcomes, especially in the area of literacy, participation of parents and family members, and in the collection and dissemination of data. The grant has a significant site-based component that will include an entire network of educators who have been

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trained through the first SIG to assist schools in implementing research-proven behavioral approaches.

The Riverside County Achievement Teams (RCAT) use data to identify needs and to improve educational outcomes for students with disabilities. Expert technical assistance and training is available for the selected school districts whose data indicate significantly low performance in KPIs for students with disabilities to assist in building leadership capacity. Technical assistance and training is also available through the Quality Assurance Process (QAP) focused monitoring procedures for under-performing school districts whose data indicate significantly low academic performance for students with disabilities.

Under the Reading First Program, the state budget provides incentive funding for districts to create a plan to lower the number of special education referrals based upon reading below grade level and providing alternative assistance to students. California supports this program by providing sub grants to LEAs to implement fully the state-adopted reading program in kindergarten through grade three and to provide professional development to special education teachers. A part of the textbook adoption process is to include textbooks with a focus on early intervention and remediation for students at risk for reading problems.

Response to Intervention (RtI) is a process that focuses on early intervention designed to prevent learning failure. This approach recognizes the importance of student behavior on learning and incorporates a problem-solving process to address behavioral issues. The RtI process requires an alignment of assessment and research-based instruction to produce positive academic outcomes for students. The reliability and validity of this implementation depends on pre-service and in-service professional development models to translate research into practice. CDE will create and host presentations and trainings in the upcoming years.

Throughout the state, there are many partnerships that help to ensure that schools provide all students, including students with disabilities, with research-proven approaches to instruction, leading to the accomplishment of California's educational goals. In order to facilitate the achievement of Adequate Yearly Progress (AYP) targets and benchmarks in California, SED has developed a close working relationship with the staff and administration of the District and School Program Coordination Office (DSPC) of the School Improvement Division within CDE. This division is responsible for, among other things, providing support and services to the schools and districts identified for program improvement (PI) under Section 1117 of the federal No Child Left Behind (NCLB) Act of 2001. The DSPC office coordinates the funding of a Regional System of School and District Support (RSDSS), which is a statewide system of support for schools and districts in PI.

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To better align the services and guidance offered by the many regional programs administered by the CDE, a Regional Programs Partnership Group (RPPG) was created in February 2005. The DSPC coordinates monthly meetings of the RPPG. The goal of this group is to share program information and to develop guidance and work toward collaboration and alignment at the state level to enhance collaboration and alignment in the field. The SED and the DSPC through the RSDSS have coordinated 3 regional trainings on improving access to the core curriculum for all students by educating students with disabilities in the least restrictive environment. These trainings were held in September and October of 2005. Additionally, the SED assisted the DSPC in developing statewide trainings and technical assistance regarding schools and districts in PI. Future activities include attending the monthly RSDSS, RPPG, and NCLB/PI meetings and providing resources and input from the special education perspective; providing information, resources and updates from general education to appropriate SED staff and administration; working with the PI and Interventions Office to infuse the LRE district and school self assessment tools into the program improvement self assessment processes (district assistance survey (DAS) and academic performance survey (APS)).

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Selected Training/Technical Assistance

Future activities also include addressing graduation requirements in bi-annual CASEMIS training sessions with special education local plan area (SELPA) Administrators and LEAs. This will improve the reliability and accuracy of data reported to CDE and will draw the attention of the LEAs to educational benefit. CDE and SELPA staffs jointly determine the content and scope of these bi-annual training sessions.

CDE staff also will prepare and present trainings beyond CASEMIS during the six-year time period under the SPP. Topics for these trainings include: the IDEA 2004 statute and final regulations related to graduation requirements and other IDEA 2004 requirements, LRE, IEP training, leadership development, Building Effective Schools Together (BEST) positive behavioral management, RtI, and NCLB.

Public Reporting/Data Awareness/Data Utilized to Reflect Upon Practice

CDE engages in a variety of public awareness and information dissemination activities to improve the likelihood of positively impacting practices at the school site. These activities include supporting web-pages and listservs with topics ranging from promotion and retention guidelines to the California Alternate Performance Assessment (CAPA) materials, disseminating the *Pocketbook of Special Education Statistics*, posting data on Data Quest, and publishing data summaries.

Improvement Activities	Timelines	Resources
Monitoring, Stakeholder Meetings, & Selected Special Projects		
Pursue the development of an integrated database to pro-actively identify upcoming corrective actions across all components of the monitoring system	June 30, 2006	Outside Contractor subject to approval by the Department of Finance, CDE staff
Explore web-based applications for all components of the monitoring system	June 30, 2006	CDE Staff
Collaborate with CDE Program Improvement and Interventions Office to infuse special education indicators into the Academic Performance Survey (APS) and District Assistance Survey (DAS)	October 2005 - June 30, 2010	CDE staff and contractors
Conduct analysis and prepare plans for Annual Performance Reports	July 1, 2005 - June 30, 2011	CDE Staff
Convene Stakeholder Groups including the LRE, KPISC, and the IEP Task Force	Semi annually or more frequent when needed	Representatives including administrative, and/or professional organizations, Parent Training Information Center (PTI), parent leader representatives, & CDE staff
Participate in national charter school study	2004 - 2006	University of Maryland, CDE staff, funded grant from USDOE/OSEP
Selected Training/Technical Assistance		
Provide statewide CASEMIS training for SELPAs	October 21, 2005 October 28, 2005	CDE Staff, SELPA, LEAs
Provide regionalized training and technical assistance related to using the KPI data for PI	June 30, 2006	CDE staff
Regional trainings for trainers on serving students with disabilities in the LRE	September - October, 2005 and annually as needed	CDE Staff, contractors RSDSS staff
Provide facilitated IEP training, a trainer of trainer module	June 30, 2006	CDE Staff
Host Riverside County Achievement Team (RCAT)	October 2005 - 06	CDE Staff, contract staff

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teleconference		
RCAT Leadership Development Training	February 2006	Contractor CDE Staff
School-site specific RCAT Teleconference	March - June 2006	Contractor CDE Staff
RCAT Summer Institute	July 2006	Contractor and CDE Staff
RCAT Leadership Development Program follow-up Seminar	August - September 2006	Contractor and CDE Staff
Statewide State Improvement Grant (SIG) Leadership Institute	Fall and spring	Contractor and CDE Staff
SIG Regional Leadership Institutes	Fall and spring	Contractor and CDE Staff
SIG site-specific technical assistance which is specialized to assist additional schools, districts, and SELPAs	Fall and spring	Contractor and CDE Staff
Provide BEST positive behavioral management program training and technical assistance	Fall and spring	Contractor and CDE Staff
Provide five Web-casts that cover the concept of RtI and stream this content for on-demand viewing	Dec. 2005, Jan. 2005, Feb. 2006, March 2006, April 2006	CDE staff, contractors SELPA
Develop and distribute training module in DVD format that incorporates RtI concepts and specific skills	July 2006	CDE staff contractors
RtI Trainings	2005-2010, several times per year	CDE staff
Three-tiered model trainings	2005-2010, several times per year	CDE staff
State Superintendent High School Summit Focus on Students with Disabilities	Oct 2005	Contracted speakers support through registration fees from participants & IDEA funds, CDE Staff
Develop charter school guidance primers to address the needs of students with disabilities attending charter schools	2005-2006	National Association of State Directors of Special Education & grant from USDOE/OSEP, CDE staff
Provide technical assistance on reinventing high school	September 2005 - June 2010	International Center for Leadership in Education

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		and Council of Chief State School Officers and financial resources provided through the Bill and Melinda Gates Foundation, CDE staff
Provide technical assistance to schools focused on the implementation of reform programs, especial to high poverty and NCLB school wide schools	September 2005 - June 2010	California Comprehensive Assistance Center, CDE staff
Public Reporting/Data Awareness/Data Utilized to Reflect Upon Practice		
Develop & maintain IDEA 2004 information Web-page with links to important references and resources on the Reauthorization of the IDEA	December 2004; ongoing update	CDE/SED staff; web capability of CDE Web-page: *http://www.cde.ca.gov/sp/se/lr/ideareathztn.asp*
IDEA Final Regulation Training	Spring 2006	Art Cernosia, Esq., nationally known expert in the IDEA. Free to public and funded from IDEA funds
Public awareness and information dissemination via Web-pages and listservs on variety of topics including Promotion, retention guidelines, & CAPA materials	Updated frequently	CDE/SED staff; web capability of CDE
Develop website to support the rollout of RtI including forms, procedures, intervention measures and provide a facility for supporting the field through an internet based message-board	June 2006	CDE staff, contractor
Develop and disseminate *Pocketbook of Special Education Statistics*	Annually	CDE staff
Post special education data on CDE DataQuest website	Annually	CDE/SED staff; web capability of CDE Web-page: *http://data1.cde.ca.gov/dataquest/*

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Create and post the Special Education Data Summaries on the web	Annually	CDE staff, web capability of CDE Web-page: *http://www.cde.ca.gov/sp/se/ds/datarpts.asp*

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Part B State Performance Plan (SPP) for 2005-2010

Indicator #2 - Dropout

An overview of the State Performance Plan (SPP) development is described on pages 3 and 4 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE).

Indicator #2– Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school. (20 U.S.C. 1416 (a)(3)(A)).

Measurement: Percent of special education students dropping out. The dropout percent for students with disabilities is calculated by taking the number of special education students identified as dropping out or not known to be continuing divided by the total number of special education students. Only students in the 7th or higher grade or age 12 or older are included in the calculation.

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Overview of Issue/Description of System or Process:

The methods for calculating the dropout rate for students receiving special education services and general education are different. The Special Education Division (SED) maintains the student-level database, California Special Education Management Information System (CASEMIS), for students receiving special education. SED calculates a dropout percent based on exited students; general education uses a cohort rate.

Unlike the special education dropout percent, general education dropout rates are calculated from aggregate data submitted at the school-level for a variety of subgroups. The California Department of Education (CDE) calculates two different rates, a one-year rate and a four-year derived rate. Neither is comparable with the special education rate.

Beginning in the 2005-06 school year, no student will receive a public high school diploma without having passed the California High School Exit Exam (CAHSEE) as well as having met the district's requirements for graduation. The CAHSEE is designed to significantly improve pupil achievement in public high schools and to ensure that pupils who graduate from public high schools can demonstrate grade level competency in reading, writing, and mathematics. The CAHSEE helps

identify students who are not developing skills that are essential for life after high school and encourages districts to give these students the attention and resources needed to help them achieve these skills during their high school years.

With increased focus on standards-based instruction at the high school level due to implementation of the CAHSEE, passing rates continue to increase. Special attention and funding (Assembly Bill 128) are being targeted to students with disabilities to provide remediation activities. Students with disabilities are making steady strides toward increasing graduation rates, but with targeted assistance passing rates should improve dramatically.

Baseline Data for FFY 2004 (2004-05):

In 2004-05, the estimated 3.9 percent of students exiting from grade seven or higher were reported as dropped out or moved and not known to be continuing. Data are from the individual student records reported to the state by local educational agencies (LEA) via the CASEMIS data system.

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Table 2a
Percent of Special Education Students
Dropping out in California, 2000-05

Dropout	
YEAR	**PERCENT**
2004-05	3.9
2003-04	3.1
2002-03	3.5
2001-02	4.0
2000-01	4.1

Discussion of Baseline Data:

Under the Individuals with Disabilities Education Act (IDEA) of 2004, the CDE is responsible for establishing statewide goals and indicators to be used to measure progress toward those goals. To do this the CDE convened a comprehensive stakeholder group –the Key Performance Indicator Stakeholders Committee (KPISC). The KPISC is composed of approximately 30 advocacy, administrative, and/or professional organizations. The KPISC convenes at least twice a year to evaluate how well the state is meeting its five special education goals; to select districts for monitoring, and to identify priority areas to monitor during the reviews. The (KPISC) established, and CDE maintains, the system of Key Performance Indicators (KPI). These measures include dropout. The KPI measures are calculated annually at the district level and published on the web.

The KPI measures are benchmarked, which allows for comparison of scores to a statewide expectation, for capturing the direction of change, and for comparing

districts of similar type (elementary, high school and unified). The benchmarks for dropout decrease each year leading to a maximum target drop out percent in each district of 0.1 percent in school year 2011-12. Baseline benchmarks were set at the 75th percentile on the distribution of district-by-district dropout percents. The statewide rate reported in Table 2a is based on statewide total numbers, not on the distribution of district dropout rates. The specific annual benchmarks for Elementary, Unified, and High School Districts are different because the baseline rates differ for each group. Across California, 85 percent of the districts will meet or exceed their annual benchmark each year up through the 2011-12 school year. These benchmarks were established in consultation with the KPISC.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	For High School Districts with grades 9-12, no more than 6.8 percent of students will drop out. For Unified and High School Districts with grades 7-12, no more than 7.9 percent of students will drop out. For Elementary School Districts, no more than 3.8 percent of students will drop out. At the state-level, 85 percent of districts will meet or exceed these annual benchmarks.
2006 (2006-2007)	For High School Districts with grades 9-12, no more than 6.6 percent of students will drop out. For Unified and High School Districts with grades 7-12, no more than 7.8 percent of students will drop out. For Elementary School Districts, no more than 3.6 percent of students will drop out. At the state-level, 86 percent of districts will meet or exceed these annual benchmarks.
2007 (2007-2008)	For High School Districts with grades 9-12, no more than 5.9 percent of students will drop out. For Unified and High School Districts with grades 7-12, no more than 7.1 percent of students will drop out. For Elementary School Districts, no more than 3.3 percent of students will drop out. At the state-level, 87 percent of districts will meet or exceed these annual benchmarks.
2008	For High School Districts with grades 9-12, no more than 5.0

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(2008-2009)	percent of students will drop out. For Unified and High School Districts with grades 7-12, no more than 6.1 percent of students will drop out. For Elementary School Districts, no more than 2.9 percent of students will drop out. At the state-level, 88 percent of districts will meet or exceed these annual benchmarks.
2009 (2009-2010)	For High School Districts with grades 9-12, no more than 3.8 percent of students will drop out. For Unified and High School Districts with grades 7-12, no more than 4.6 percent of students will drop out. For Elementary School Districts, no more than 2.3 percent of students will drop out. At the state-level, 89 percent of districts will meet or exceed these annual benchmarks.
2010 (2010-2011)	For High School Districts with grades 9-12, no more than 2.2 percent of students will drop out. For Unified and High School Districts with grades 7-12, no more than 2.7 percent of students will drop out. For Elementary School Districts, no more than 1.5 percent of students will drop out. At the state-level, 90 percent of districts will meet or exceed these annual benchmarks.

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Improvement Activities/Timelines/Resources:

As a KPI, the dropout indicator may be used in several ways. First, it may used to identify the pool of possible districts for review. Second, the KPIs are used in all monitoring reviews to “focus” review activities on those areas where the district is below the benchmark expectation and has a KPI value lower than the prior year.

Future activities include addressing graduation requirements and the drop out indicator in bi-annual CASEMIS training sessions with special education local plan areas (SELPA) and local educational agencies (LEA). This will improve the reliability and accuracy of data reported to CDE and will draw the attention of the LEAs to educational benefit. CDE and SELPA staffs jointly determine the content and scope of these bi-annual training sessions.

The Superintendent of Public Instruction in California has initiated a High School Initiative. This Initiative focuses on high expectations for all students, the development of world-class teachers and site administrators, developing world-

class instructional materials, creating and supporting successful transitions to postsecondary education, and nurturing and developing a community of support for high achieving students. The State Superintendent's High School Summit with a focus on students with disabilities was held in October 2005.

Improvement Activities/Timelines/Resources:

This section describes **some** of the Department's activities and associated timelines and anticipated resources that may improve this indicator.

The Superintendent of Public Instruction in California had initiated a High School Initiative. This Initiative focuses on high expectations for all students, the development of world-class teachers and site administrators, the use of world-class instructional materials, successful transitions to postsecondary education, and the development of a community of support to nurture high achieving students. The State Superintendent's High School Summit of 2004 was followed in October 2005 by a similar summit with a focus on students with disabilities.

Monitoring, Stakeholder Meetings, & Selected Special Projects

As a KPI, the drop out indicator may be used in several ways. First, it may be used to identify the pool of possible districts for review. Second, the KPIs are used in all monitoring reviews to "focus" review activities on those areas where the district is below the benchmark expectation and has a KPI value lower than the prior year.

The CDE was awarded a second State Improvement Grant (SIG2) *http://www.calstat.org/sigPcse.h tm from the* federal government. SIG2 will be used to improve special education services in California in numerous areas such as the quality and number of teachers and other personnel who work with students with disabilities, coordination of services for students with disabilities, behavioral supports available for students with disabilities, academic outcomes, especially in the area of literacy, participation of parents and family members, collection and dissemination of data. The grant has a significant site-based component that will make use of an entire network of educators who have been trained through the first SIG to assist schools in implementing research-proven behavioral approaches.

The Riverside County Achievement Teams (RCAT) use data to identify needs and to improve educational outcomes for students with disabilities. Expert technical assistance and training is available to build leadership capacity for the selected school districts whose data indicate significantly low performance in KPIs for students with disabilities. Technical assistance and training is also available through the Quality Assurance Process (QAP) focused monitoring procedures for under-performing school districts whose data indicate significantly low academic performance for students with disabilities in the LRE.

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Under the Reading First Program, the state budget provides incentive funding for districts to create a plan to lower the number of special education referrals based upon reading below grade level and provides alternative assistance to students. California supports this program by providing sub grants to LEAs to implement fully the state-adopted reading program in kindergarten through grade three and to provide professional development to special education teachers. A part of the textbook adoption process is to include textbooks with a focus on early intervention and remediation for students at risk for reading problems.

Response to Intervention (RtI) is a process that focuses on early intervention designed to prevent learning failure. This approach recognizes the importance of student behavior on learning and incorporates a problem-solving process to address behavioral issues. The RtI process requires an alignment of assessment and instruction to produce positive academic outcomes for students. The reliability and validity of this implementation depends on pre-service and in-service professional development models to translate research into practice and CDE will create and host such presentations and trainings in the upcoming years.

Throughout the state, there are many partnerships that help to ensure that schools provide all students, including students with disabilities, with research-proven approaches to instruction, leading to the accomplishment of California's educational goals. In order to facilitate the achievement of Adequate Yearly Progress (AYP) targets and benchmarks in California, SED has developed a close working relationship with the staff and administration of the District and School Program Coordination Office (DSPC) of the School Improvement Division within CDE. This division is responsible for, among other things, providing support and services to the schools and districts identified for program improvement (PI) under Section 1117 of the federal No Child Left Behind (NCLB) Act of 2001. The DSPC office coordinates the funding of a Regional System of School and District Support (RSDSS), which is a statewide system of support for schools and districts in PI.

To better align the services and guidance offered by the many regional programs administered by the CDE, a Regional Programs Partnership Group (RPPG) was created in February 2005. The DSPC coordinates monthly meetings of the RPPG. The goal of this group is to share program information and develop guidance and to work toward collaboration and alignment at the state level to enhance collaboration and alignment in the field. The SED and the DSPC through the RSDSS have coordinated three regional trainings on improving access to the core curriculum for all students by educating students with disabilities in the least restrictive environment. These trainings were held in September and October of 2005. Additionally, the SED assisted the DSPC in developing statewide trainings and technical assistance regarding schools and districts in PI. Future activities include attending the monthly RSDSS, RPPG, and NCLB/PI meetings and providing resources and input from the special education perspective; providing information, resources and updates from general

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education to appropriate SED staff and administration; working with the PI and Interventions Office to infuse the least restrictive environment (LRE) district and school self assessment tools into the program improvement self assessment processes (district assistance survey (DAS) and academic performance survey (APS)).

Selected Training/Technical Assistance

Future activities also include addressing graduation requirements in bi-annual CASEMIS training sessions with special education local plan area (SELPA) Administrators and LEAs. This will improve the reliability and accuracy of data reported to CDE and will draw the attention of the LEAs to educational benefit. CDE and SELPA staffs jointly determine the content and scope of these bi-annual training sessions.

CDE staff also will prepare and present trainings beyond CASEMIS during the six-year time period under the SPP. Topics for these trainings include: the IDEA 2004 statute and final regulations related to graduation requirements and other IDEA 2004 requirements, least restrictive environment, Individualized Education Plan (IEP) training, leadership development, Building Effective Schools Together (BEST) positive behavioral management, response to intervention (RtI), and No Child Left Behind.

Public Reporting/Data Awareness/Data Utilized to Reflect Upon Practice

CDE engages in a variety of public awareness and information dissemination activities to improve the likelihood of positively impacting practices at the school site. These activities include supporting web-pages and listservs with topics ranging from promotion and retention guidelines to California Alternate Performance Assessment (CAPA) materials, disseminating the *Pocketbook of Special Education Statistics*, posting data on Data Quest, and publishing data summaries.

Improvement Activities	Timelines	Resources
Monitoring, Stakeholder Meetings, & Selected Special Projects		
Pursue the development of an integrated database to pro-actively identify upcoming corrective actions across all components of the monitoring system	June 30, 2006	Outside Contractor subject to approval by the Department of Finance, CDE staff
Explore web-based applications for all components of the monitoring system	June 30, 2006	CDE Staff
Collaborate with CDE Program Improvement and Interventions Office to infuse special	October 2005 - June 30, 2010	CDE staff and contractors

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education indicators into the Academic Performance Survey (APS) and District Assistance Survey (DAS)		
Conduct analysis and prepare plans for Annual Performance Reports.	July 1, 2005 - June 30, 2011	CDE Staff
Convene Stakeholder Groups including the Least Restrictive Environment, Key Performance Indicator Stakeholder Committee (KPISC), and the IEP Task Force	Semi annually or more frequent when needed	Representatives including administrative, and/or professional organizations, Parent Training Information Center (PTI), parent leader representatives, & CDE staff
Participate in national charter school study	2004 - 2006	University of Maryland, CDE staff, funded grant from USDOE/OSEP
Selected Training/Technical Assistance		
Provide statewide CASEMIS training for SELPAs	October 21, 2005 October 28, 2005	CDE Staff, SELPA, LEAs
Provide regionalized training and technical assistance related to using the KPI data for program improvement	June 30, 2006	CDE staff
Regional trainings for trainers on serving students with disabilities in the least restrictive environment	September - October, 2005 and annually as needed	CDE Staff, contractors RSDSS staff
Provide facilitated IEP training, a trainer of trainer module	June 30, 2006	CDE Staff
Host Riverside County Achievement Team (RCAT) teleconference	October 2005 - 06	CDE Staff, contract staff
RCAT Leadership Development Training	February 2006	Contractor CDE Staff
School-site specific RCAT Teleconference	March - June 2006	Contractor CDE Staff
RCAT Summer Institute	July 2006	Contractor and CDE Staff
RCAT Leadership Development Program follow-up Seminar	August - September 2006	Contractor and CDE Staff
Statewide State Improvement Grant (SIG) Leadership Institute	Fall and spring	Contractor and CDE Staff
SIG Regional Leadership Institutes	Fall and spring	Contractor and CDE Staff

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SIG site-specific technical assistance which is specialized to assist additional schools, districts, and SELPAs	Fall and spring	Contractor and CDE Staff
Provide BEST positive behavioral management program training and technical assistance	Fall and spring	Contractor and CDE Staff
Provide five Web-casts that cover the concept of Response to Intervention (RtI) and stream this content for on-demand viewing	Dec. 2005, Jan. 2005, Feb. 2006, March 2006, April 2006	CDE staff, contractors SELPA
Develop and distribute training module in DVD format that incorporates RtI concepts and specific skills	July 2006	CDE staff contractors
RtI Trainings	2005 - 2010, several times per year	CDE staff
Three-tiered model trainings	2005 - 2010, several times per year	CDE staff
State Superintendent High School Summit Focus on Students with Disabilities	October 2005	Contracted speakers support through registration fees from participants & IDEA funds, CDE Staff
Develop charter school guidance primers to address the needs of students with disabilities attending charter schools	2005 - 06	National Association of State Directors of Special Education & grant from USDOE/OSEP, CDE staff
Provide technical assistance on reinventing high school	September 2005 - June 2010	International Center for Leadership in Education and Council of Chief State School Officers and financial resources provided through the Bill and Melinda Gates Foundation, CDE staff
Provide technical assistance to schools focused on the implementation of reform programs, especial to high poverty and NCLB school wide schools	September 2005 - June 2010	California Comprehensive Assistance Center, CDE staff

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Public Reporting/Data Awareness/Data Utilized to Reflect Upon Practice		
Develop & maintain IDEA 2004 information Web page with links to important references and resources on the Reauthorization of the IDEA	December 2004; ongoing update	CDE/SED staff; web capability of CDE Web-page: *http://www.cde.ca.gov/sp/se/lr/ideareathztn.asp*
IDEA Final Regulation Training	Spring 2006	Art Cernosia, Esq., nationally known expert in the IDEA. Free to public and funded from IDEA funds
Public awareness and information dissemination via Web pages and listservs on variety of topics including: promotion, retention guidelines, & CAPA materials	Updated frequently	CDE/SED staff; web capability of CDE
Develop website to support the rollout of RtI including forms, procedures, intervention measures and provide a facility for supporting the field through an internet based message-board	June 2006	CDE staff, contractor
Develop and disseminate *Pocketbook of Special Education Statistics*	Annually	CDE staff
Post special education data on CDE DataQuest website	Annually	CDE/SED staff; web capability of CDE Web page: *http://data1.cde.ca.gov/dataquest/*
Create and post the Special Education Data Reports on the web	Annually	CDE staff, web capability of CDE Web-page: *http://www.cde.ca.gov/sp/se/ds/datarpts.asp*

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Part B State Performance Plan (SPP) for 2005-2010

Indicator #3 – Statewide Assessments

An overview of the State Performance Plan (SPP) development is described on pages 3 and 4 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)

Indicator #3 - Participation and performance of children with disabilities on statewide assessments. (20 U.S.C. 1416 (a) (3) (A)).

A. Percent of districts meeting the State's Adequate Yearly Progress (AYP) objectives for progress for disability subgroup.
B. Participation rate for children with IEPs in:
   i. Regular assessment with no accommodations;
   ii. Regular assessment with accommodations;
   iii. Alternate assessment against grade level standards; and
   iv. Alternate assessment against alternate achievement standards.
C. Proficiency rate for children with IEPs:
   i. Against grade level standards; and
   ii. Alternate achievement standards.

Measurement:

A. Percent = number of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs) divided by the total number of districts in the State with numerically significant student subgroups (a school or LEA with fewer than 100 enrolled first day of testing or fewer than 100 valid scores has no numerically significant subgroups for that indicator) times 100.

B. Participation rate =

   a. Number of children with IEPs in grades assessed;
   b. Number of children with IEPs in regular assessment with no accommodations (percent = b divided by a times 100);
   c. Number of children with IEPs in regular assessment with accommodations (percent = c divided by a times 100);
   d. Number of children with IEPs in alternate assessment against grade level standards (percent = d divided by a times 100); and

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e. Number of children with IEPs in alternate assessment against alternate achievement standards (percent = e divided by a times 100).

Account for any children included in a but not included in b, c, d, or e above

Overall Percent = b + c + d + e divided by a.

C. Proficiency rate =

a. Number of children with IEPs in grades assessed;
b. Number of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations (percent = b divided by a times 100);
c. Number of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations (percent = c divided by a times 100);
d. Number of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards (percent = d divided by a times 100); and
e. Number of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards (percent = e divided by a times 100).

Overall Percent = b + c + d + e divided by a.

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Overview of Issue/Description of System or Process:

Tables 3b and 3c include baseline/trend data reflecting participation and performance of students with disabilities on the California Standards Tests (CSTs) used to calculate Adequate Yearly Progress (AYP). The No Child Left Behind Act of 2001 (NCLB) requires all districts and schools to demonstrate AYP with an eventual goal that one hundred percent of all students are proficient or above in reading/language arts (ELA) and mathematics (Math) by 2013-14. Under AYP criteria adopted by the State Board of Education (SBE), districts, schools, and numerically significant student subgroups (a school or local educational agency (LEA) with fewer than 100 enrolled first day of testing or fewer than 100 valid scores has no numerically significant subgroups for that indicator) within districts and schools must meet Annual Measurable Objectives (AMOs) in ELA and Math, demonstrate a ninety-five percent participation rate on assessments in ELA and Math, demonstrate progress on the Academic Performance Index (API), and demonstrate progress on the graduation rate of its high school students.

California measures progress of LEAs, schools, and student subgroups against the adopted AMOs. AMOs may vary by a school's grade span e.g., elementary, middle, and high school.

Beginning in the 2005-06 school year, no student will receive a public high school diploma without having passed the California High School Exit Exam (CAHSEE)

as well as having met the district's requirements for graduation. The CAHSEE is designed to significantly improve pupil achievement in public high schools and to ensure that pupils who graduate from public high schools can demonstrate grade level competency in reading, writing, and mathematics. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages districts to give these students the attention and resources needed to help them achieve these skills during their high school years.

With increased focus on standards-based instruction at the high school level due to implementation of the CAHSEE, passing rates continue to increase. Special attention and funding (Assembly Bill 128) is being targeted to students with disabilities to provide remediation activities. Students with disabilities are making steady strides toward increasing passing rates, but with targeted assistance passing rates should improve dramatically.

Baseline Data for FFY 2004 (2004-05):

A. In 2004-05, 50.2 percent of districts met State's AYP objectives for the disability subgroup (children with IEPs) in both ELA and math (243 of 478 districts).

B. California's participation rate for children with IEPs is provided in Table 3b. This table indicates that of the 495,082 (100 percent participation rate) students with Individualized Education Programs (IEP) in grades assessed (those who actually took the test), 68.3 percent did so without accommodations.

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Table 3b
Participation of Students
Receiving Special Education Services in California, 2004-05

Assessment Description	Number	Percent
Total # assessed	*495,082*	*100*
i. regular assessment no accommodations	338,259	68.3%
ii. regular assessments accommodations	114,464	23.1%
iii. alternate assessment against grade-level standards	42,359	8.6%
iv. alternate assessment against alternate achievement standards	-	-

- California does not have an alternate assessment against alternate achievement standards

C. Proficiency rate for children with IEPs provided is provided in Table 3c. This table indicates that of the 495,082 students with IEPs in grades assessed (those who actually took the test), 20.1 percent did not use accommodations and scored proficient or above. 157,693 of the 495,082 students with IEPs in grades assessed were proficient or above (31.8 percent).

Table 3c
Proficiency rate of Students
Receiving Special Education Services in California, 2004-05

Assessment Description	Number	Percent
Total # assessed	*495,082*	*N/A*
i. regular assessment no accommodations	99,530	20.1%
ii. regular assessments accommodations	11,180	2.3%
iii. alternate assessment against grade-level standards	46,983	9.4%
iv. alternate assessment against alternate achievement standards	-	-
TOTAL	*157,693*	

- California does not have an alternate assessment against alternate achievement standards

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Discussion of Baseline Data:

Participation and performance of students with disabilities on the CSTs used to calculate AYP includes measures from the Standardized Testing and Reporting (STAR) Program for grades 2-8. This includes the CST and the California Alternate Performance Assessment (CAPA), which is the alternate assessment for students with the most significant cognitive disabilities. For the purposes of NCLB reporting, at the district and state level, results of students who take the CAPA in excess of the one percent limitation will be considered “not proficient.” For grade ten, CAHSEE and CAPA are used to calculate AYP. In order to use the CAHSEE for this purpose, separate cut scores have been established for both the ELA and Math portions of the assessment. These cut scores do not correspond to scores on the CAHSEE; instead, they reflect the more rigorous CST performance levels. These more rigorous cut scores are for NCLB purposes only, and will not be used to determine passing scores on the CAHSEE.

While California has made significant progress in both participation rate and percent scoring proficient in the statewide standards-based assessments, the achievement gap that exists between special and general education remains.

Special education students have made impressive gains, and we must continue to increase achievement gains for this population. These gains may be attributed to technical assistance and training provided to the field in the areas of the appropriate use of alternate assessments, the continued integration of special education students in the state adopted core curriculum, continued emphasis on educating all students in the least restrictive environment (LRE), continued improvement of data collection methods, and continued technical assistance regarding the use of accommodations.

FFY	Measurable and Rigorous Benchmarks and Target
	Consistent with NCLB accountability framework, the 2005-11 AMOs (benchmarks) for the percent *proficient* on statewide assessments are broken down by school subgroup. The annual benchmark and target for *participation* on statewide assessments in ELA and Math, 95 percent (rounded to nearest whole number), is established under NCLB.

2005
(2005-2006)

School Subgroup	English Language Arts	Math
Elementary Schools Middle Schools Elementary School Districts	24.4%	26.5%
High Schools High School Districts	22.3%	20.9%
Unified School Districts High School Districts County Office of Education	23.0%	23.7%

2006
(2006-2007)

School Subgroup	English Language Arts	Math
Elementary Schools Middle Schools Elementary School Districts	24.4%	26.5%
High Schools High School Districts	22.3%	20.9%
Unified School Districts High School Districts County Office of Education	23.0%	23.7%

School Subgroup	English Language Arts	Math
Elementary Schools Middle Schools Elementary School Districts	35.2%	37.0%

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2007 (2007-2008)	High Schools High School Districts	33.4%	32.2%
	Unified School Districts High School Districts County Office of Education	34.0%	34.6%

2008 (2008-2009)	**School Subgroup**	**English Language Arts**	**Math**
	Elementary Schools Middle Schools Elementary School Districts	46.0%	47.5%
	High Schools High School Districts	44.5%	43.5%
	Unified School Districts High School Districts County Office of Education	45.0%	45.5%

2009 (2009-2010)	**School Subgroup**	**English Language Arts**	**Math**
	Elementary Schools Middle Schools Elementary School Districts	56.8%	58.0%
	High Schools High School Districts	55.6%	54.8%
	Unified School Districts High School Districts County Office of Education	56.0%	56.4%

2010 (2010-2011)	**School Subgroup**	**English Language Arts**	**Math**
	Elementary Schools Middle Schools Elementary School Districts	67.6%	68.5%
	High Schools High School Districts	66.7%	66.1%
	Unified School Districts High School Districts County Office of Education	67.0%	67.3%

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Improvement Activities/Timelines/Resources:

This section describes **some** of the Department's activities and associated timelines and anticipated resources that may improve this indicator.

The California Department of Education (CDE) will continue to provide training and technical assistance to IEP teams when making statewide assessment

participation decisions, including the use of accommodations, modifications, and alternate assessments. The Special Education Division (SED) will promote and support the use of standards-based instruction for all students, including students with disabilities. The SED supports AB 564 (was received by the Governor's office on September 6, 2005) which, would require the State Superintendent of Public Instruction to create and implement a process to review high school basic instructional materials (grades 9-12) to ensure alignment with academic content standards and create a list of recommended materials. The Special Education Data Reports for each LEA are part of a series of initiatives by CDE to help disseminate educational data, improve the quality of education programs, and help districts track changes over time.

In order to meet the requirements of the Individuals with Disabilities Education Act of 2004 (IDEA) and NCLB, California must show evidence that all students are included in its statewide assessment and accountability system. To assist in facilitating this process, CDE recruited experts from the field to participate in the development of blueprints for a new alternate assessment for up to two percent of students who are unable to demonstrate proficiency on the state's academic content standards and who, research indicates, would not respond well to interventions for helping them to improve their achievement. The two percent is a new option states may be able to take advantage of upon U.S. Department of Education (ED) approval. This percentage is in addition to up to one percent of students with the most significant cognitive disabilities who currently participate in STAR program by CAPA.

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The State Superintendent of Public Instruction in California had initiated a High School Initiative. This Initiative focuses on high expectations for all students, the development of world-class teachers and site administrators, the use of world-class instructional materials, successful transitions to postsecondary education, and the development of a community of support to nurture high achieving students. The State Superintendent's High School Summit of 2004 was followed in October 2005 by a similar summit with a focus on students with disabilities.

Monitoring, Stakeholder Meetings, & Selected Special Projects

As a Key Performance Indicator (KPI), the STAR Assessment indicator may be used in several ways. First, it may be used to identify the pool of possible districts for review. Second, the KPIs are used in all monitoring reviews to "focus" review activities on those areas where the district is below the benchmark expectation and has a KPI value lower than the prior year.

The CDE was awarded a second State Improvement Grant (SIG2) *http://www.calstat.org/sigPcse.html* from the federal government. The SIG2 will be used to improve special education services in California in numerous areas such as the quality and number of teachers and other personnel who work with students with disabilities, coordination of services for students with disabilities,

behavioral supports available for students with disabilities, academic outcomes, especially in the area of literacy, participation of parents and family members, collection and dissemination of data. The grant has a significant site-based component that will make use of an entire network of educators who have been trained through the first SIG to assist schools in implementing research-proven behavioral approaches.

The Riverside County Achievement Teams (RCAT) use data to identify needs and to improve educational outcomes for students with disabilities. Expert technical assistance and training is available to build leadership capacity for the selected school districts whose data indicate significantly low performance in KPIs for students with disabilities. Technical assistance and training is also available through the Quality Assurance Process (QAP) focused monitoring procedures for under-performing school districts whose data indicate significantly low academic performance for students with disabilities in the LRE.

Under the Reading First Program, the state budget provides incentive funding for districts to create a plan to lower the number of special education referrals based upon reading below grade level and provides alternative assistance to students. California supports this program by providing sub grants to LEAs to implement fully the state-adopted reading program in kindergarten through grade three and to provide professional development to special education teachers. A part of the textbook adoption process is to include textbooks with a focus on early intervention and remediation for students at risk for reading problems.

Response to Intervention (RtI) is a process that focuses on early intervention designed to prevent learning failure. This approach recognizes the importance of student behavior on learning and incorporates a problem-solving process to address behavioral issues. The RtI process requires an alignment of assessment and instruction to produce positive academic outcomes for students. The reliability and validity of this implementation depends on pre-service and in-service professional development models to translate research into practice and CDE will create and host such presentations and trainings in the upcoming years.

Throughout the state, there are many partnerships that help to ensure that schools provide all students, including students with disabilities, with research-proven approaches to instruction, leading to the accomplishment of California's educational goals. In order to facilitate the achievement of AYP targets and benchmarks in California, SED has developed a close working relationship with the staff and administration of the District and School Program Coordination Office (DSPC) of the School Improvement Division (SID) within CDE. This division is responsible for, among other things, providing support and services to the schools and districts identified for program improvement (PI) under Section 1117 of the federal NCLB Act of 2001. The DSPC office coordinates the funding of a Regional System of School and District Support (RSDSS), which is a statewide system of support for schools and districts in PI.

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To better align the services and guidance offered by the many regional programs administered by the CDE, a Regional Programs Partnership Group (RPPG) was created in February 2005. The DSPC coordinates monthly meetings of the RPPG. The goal of this group is to share program information and develop guidance and to work toward collaboration and alignment at the state level to enhance collaboration and alignment in the field. The SED and the DSPC through the RSDSS have coordinated 3 regional trainings on improving access to the core curriculum for all students by educating students with disabilities in the least restrictive environment. These trainings were held in September and October of 2005. Additionally, the SED assisted the DSPC in developing statewide trainings and technical assistance regarding schools and districts in PI. Future activities include attending the monthly RSDSS, RPPG, NCLB, and PI meetings and providing resources and input from the special education perspective; providing information, resources and updates from general education to appropriate SED staff and administration; working with the PI and Interventions Office to infuse LRE district and school self assessment tools into the program improvement self assessment processes (district assistance survey (DAS) and academic performance survey (APS)).

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Selected Training/Technical Assistance

Future activities also include the STAR Assessment requirements in bi-annual California Information Management System (CASEMIS) training sessions with special education local plan area (SELPA) Administrators and LEAs. This will improve the reliability and accuracy of data reported to CDE and will draw the attention of the LEAs to educational benefit. CDE and SELPA staff jointly determine the content and scope of these bi-annual training sessions.

CDE staff also will prepare and present trainings beyond CASEMIS during the six-year time period under the SPP. Topics for these trainings include: the IDEA 2004 statute and final regulations related to graduation requirements and other IDEA 2004 requirements, LRE, IEP training, leadership development, Building Effective Schools Together (BEST) positive behavioral management, RtI, and NCLB.

Public Reporting/Data Awareness/Data Utilized to Reflect Upon Practice

The CDE engages in a variety of public awareness and information dissemination activities to improve the likelihood of positively impacting practices at the school site. These activities include supporting web-pages and listservs with topics ranging from promotion and retention guidelines to CAPA materials, disseminating *the Pocketbook of Special Education Statistics*, posting data on Data Quest, and publishing data summaries.

Improvement Activities	Timelines	Resources
Monitoring, Stakeholder Meetings, & Selected Special Projects		
Create blueprints for California Modified Assessment (CMA) (overlaps with CAPA)	May-August 2005	CAPA/CMA Workgroups CDE staff Contractor, ETS
Develop CMA	May 2005-September 2007	CDE staff, contractor
Pursue the development of an integrated database to pro-actively identify upcoming corrective actions across all components of the monitoring system.	June 30, 2006	Outside Contractor subject to approval by the Department of Finance, CDE staff
Explore web-based applications for all components of the monitoring system.	June 30, 2006	CDE Staff
Collaborate with CDE Program Improvement and Interventions Office to infuse special education indicators into the Academic Performance Survey (APS) and District Assistance Survey (DAS)	October 2005 - June 30, 2010	CDE staff and contractors
The facilitated grant procedures utilize STAR data to develop program improvement plan	November 30, 2005	CDE Staff
Conduct analysis and prepare plans for Annual Performance Reports.	July 1, 2005 - June 30, 2011	CDE Staff
Convene Stakeholder Groups including the Least Restrictive Environment, Key Performance Indicator Stakeholder Committee (KPISC), and the IEP Task Force	Semi annually or more frequent when needed	Representatives including administrative, and/or professional organizations, Parent Training Information Center (PTI), parent leader representatives, & CDE staff
Cross Branch Coordination with PI to utilize data for analysis and improvement plans	December 30, 2006	Riverside COE staff, CDE staff
Participate in national charter school study	2004 -2006	University of Maryland, CDE staff, funded grant from USDOE/OSEP
Selected Training/Technical Assistance		
Provide statewide CASEMIS	October 21, 2005	CDE Staff, SELPA,

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training for SELPAs.	October 28, 2005	LEAs
Provide regionalized training and technical assistance related to using the KPI data for program improvement	June 30, 2006	CDE staff
Regional trainings for trainers on serving students with disabilities in the least restrictive environment.	September - October, 2005 and annually as needed	CDE Staff, contractors RSDSS staff
Provide facilitated IEP training, a trainer of trainer module.	June 30, 2006	CDE Staff
Host Riverside County Achievement Team (RCAT) teleconference	October 2005 - 2006	CDE Staff, contract staff
RCAT Leadership Development Training	February 2006	Contractor CDE Staff
School-site specific RCAT Teleconference	March - June 2006	Contractor CDE Staff
RCAT Summer Institute	July 2006	Contractor and CDE Staff
RCAT Leadership Development Program follow-up Seminar	August – September 2006	Contractor and CDE Staff
Statewide State Improvement Grant (SIG) Leadership Institute	Fall and spring	Contractor and CDE Staff
SIG Regional Leadership Institutes	Fall and spring	Contractor and CDE Staff
SIG site-specific technical assistance which is specialized to assist additional schools, districts, and SELPAs	Fall and spring	Contractor and CDE Staff
Provide BEST positive behavioral management program training and technical assistance.	Fall and spring	Contractor and CDE Staff
Provide five Web-casts that cover the concept of Response to Intervention (RtI) and stream this content for on-demand viewing	Dec. 2005, Jan. 2005, Feb. 2006, March 2006, April 2006	CDE staff, contractors SELPA
Develop and distribute training module in DVD format that incorporates RtI concepts and specific skills.	July 2006	CDE staff contractors
RtI Trainings	2005 - 2010, several times per year	CDE staff
Three-tiered model trainings	2005 - 2010, several	CDE staff

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	times per year	
State Superintendent High School Summit Focus on Students with Disabilities	Oct 2005	Contracted speakers support through registration fees from participants & IDEA funds, CDE Staff
Develop charter school guidance primers to address the needs of students with disabilities attending charter schools.	2005 - 2006	National Association of State Directors of Special Education & grant from USDOE/OSEP, CDE staff
Provide technical assistance on reinventing high school	September 2005 - June 2010	International Center for Leadership in Education and Council of Chief State School Officers and financial resources provided through the Bill and Melinda Gates Foundation, CDE staff
Provide technical assistance to schools focused on the implementation of reform programs, especial to high poverty and NCLB school wide schools.	September 2005- June 2010	California Comprehensive Assistance Center, CDE staff
Public Reporting/Data Awareness/Data Utilized to Reflect Upon Practice		
Develop & maintain IDEA 2004 information Web-page with links to important references and resources on the Reauthorization of IDEA	December 2004; ongoing update	CDE/SED staff; web capability of CDE Web-page: *http://www.cde.ca.gov/sp/se/lr/ideareathztn.asp*
IDEA Final Regulation Training	Spring 2006	Art Cernosia, Esq., nationally known expert in the IDEA. Free to public and funded from IDEA funds
Public awareness and information dissemination via Web-pages and listservs on variety of topics including Promotion, retention guidelines, & CAPA materials	Updated frequently	CDE/SED staff; web capability of CDE
Develop website to support the rollout of RtI including forms,	June 2006	CDE staff, contractor

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procedures, intervention measures and provide a facility for supporting the field through an internet based message-board		
Develop and disseminate *Pocketbook of Special Education Statistics*	Annually	CDE staff
Post special education data on CDE DataQuest website	Annually	CDE/SED staff; web capability of CDE Web-page: *http://data1.cde.ca.gov/dataquest/*
Create and post the Special Education Data Reports on the web	Annually	CDE staff, web capability of CDE Web-page: *http://www.cde.ca.gov/sp/se/ds/datarpts.asp*

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Part B State Performance Plan (SPP) for 2005-2010

An overview of the State Performance Plan (SPP) development is described on pages 3 and 4 of this document.

Indicator #4 – Suspension and Expulsion

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)

Indicators –

A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and

B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity. (20 U.S.C. 1416(a)(3)(A); 1412(a)22)).

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Measurements:

A. Percent = # of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year divided by # of districts in the State times 100.

B. Percent = # of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race ethnicity divided by # of districts in the State times 100.

Overview of Issue/Description of System or Process:

California's Quality Assurance Process (QAP) is a statewide special education district-level review that focuses on both compliance and educational benefit. The QAP process allows review of all local educational agencies (LEA) in California through its four balanced components: 1) Local Plan, 2) Special Education Self Review (SESR), 3) Complaints Management, and 4) Focused Monitoring. All monitoring processes require review of multiple data sources for development of a monitoring plan. The Special Education Division (SED) uses data specific to suspension and expulsion (and other performance data) when monitoring districts. To meet the requirements of indicator A, the state has set the following practice in place. When a district is undergoing a review, and one percent or more of its students receiving special education or services has been expelled or

suspended for more than ten days, the LEA must review all policies and practices to determine that suspension and expulsion decisions are made based on appropriate circumstances as described by federal and state laws and regulations. When the LEA has policies or practices that lead to inappropriate suspension or expulsion decisions, they must describe the changes they intend to make and provide evidence that they have done so. The state will continue to provide technical assistance to LEAs in this area and impose sanctions if an LEA refuses to make necessary changes. California is developing a set of measures that will allow CDE to identify individual districts with significant discrepancies in suspension based on race or ethnicity as specified in measure B. Because the number of students suspended within each LEA is usually very small, neither the index nor the composition indices work effectively for this purpose.

Baseline Data for FFY 2004 (2004-2005):

In 2004-05, the California statewide rate of expulsion or suspension for more than 10 days was one percent.

Discussion of Baseline Data:

For overall suspension or expulsion rates, the state has adopted the statewide average of one percent as the threshold for action at the district level. For small districts, ranging in size from one to 29 students receiving special education or services, the threshold is two or more students expelled, or suspended for more than ten days.

An analysis of statewide data reveals that students from some groups are much more likely to be expelled or suspended for more than ten days. African American students in particular suffer this consequence; in 2003-04, they are more than 2.25 times as likely to be expelled or receive more than ten days of suspension than are all students receiving special education or services. When measure are developed that are appropriate to use with the relatively small numbers in some groups, district level data will be analyzed to determine significant discrepancies occur across most LEAs or is a problem restricted to a few.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	As a new SPP indicator, baseline data and targets do not need to be provided until the Annual Performance Report (APR) that is due no later than February 1, 2007.
2006 (2006-2007)	As a new SPP indicator, baseline data and targets do not need to be provided until the Annual Performance Report (APR) that is due no later than February 1, 2007.
2007	To be set based on results of 2003-04 through 2006-07 suspension

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(2007-2008)	and expulsion data.
2008 (2008-2009)	To be set based on results of 2003-04 through 2006-07 suspension and expulsion data.
2009 (2009-2010)	To be set based on results of 2003-04 through 2006-07 suspension and expulsion data.
2010 (2010-2011)	To be set based on results of 2003-04 through 2006-07 suspension and expulsion data.

Improvement Activities/Timelines/Resources:

When undergoing a QAP review, districts with an expulsion, or suspension rate for more than ten days, that exceeds the threshold will be required to evaluate their policies, procedures, and practices, including a review of a sample of records of those students. During reviews, differences among rates for the various ethnic groups will be examined and included in the review process. In addition, the state will continue with the development of a measure for indicator 4b to be applied to the 2006-07 data.

California will continue to monitor district suspension and expulsion activities.

IMPROVEMENTACTIVITIES	TIMELINES	RESOURCES
Provide statewide California Special Education Management Information system (CASEMIS) training for special education local plan areas (SELPA).	October 21, 2005 October 28, 2005	CDE Staff, SELPA, LEAs
Finalize new suspension/expulsion data fields & definitions for CASEMIS.	Fall 2005	CDE staff, SELPA, LEAs
Modify CASEMIS data table structure to incorporate new data fields and update table codes.	Fall 2005	CDE staff
Modify validation codes and develop prototype reports.	Spring 2006	CDE staff
Beta-test new CASEMIS software.	Summer 2006	CDE staff
Deploy official CASEMIS software.	October 2006	CDE staff

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Provide ongoing technical assistance to ensure reliable and accurate submission of data.	Ongoing throughout the year	CDE staff
Provide statewide CASEMIS training for SELPAs.	Each year in the fall and sometimes spring	CDE Staff, SELPA, LEAs
Monitoring & Stakeholder Meetings		
Pursue the development of an integrated database to pro-actively identify upcoming corrective actions across all components of the monitoring system.	June 30, 2006	Outside Contractor subject to approval by the Department of Finance, CDE staff
Explore web-based applications for all components of the monitoring system.	June 30, 2006	CDE Staff
Collaborate with CDE Program Improvement and Interventions Office to infuse special education indicators into the Academic Performance Survey (APS) and District Assistance Survey (DAS).	October 2005 - June 30, 2010	CDE staff and contractors
Conduct analysis and prepare plans for Annual Performance Reports.	July 1, 2005 - June 30, 2011	CDE Staff
Convene Stakeholder Groups including the Least Restrictive Environment, Key Performance Indicator Stakeholder Committee (KPISC), and the Individualized Education Plan (IEP) Task Force	Semi annually or more frequent when needed	Representatives including administrative, and/or professional organizations, Parent Training Information Center (PTI), parent leader representatives, & CDE staff
Selected Training/Technical Assistance		
Provide statewide CASEMIS training for SELPAs	October 21, 2005 October 28, 2005	CDE Staff, SELPA, LEAs
Provide regionalized training and technical assistance	June 30, 2006	CDE staff

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related to using the KPI data for PI		
Regional trainings for trainers on serving students with disabilities in the LRE	September - October, 2005 and annually as needed	CDE Staff, contractors RSDSS staff
Provide facilitated IEP training, a trainer of trainer module	June 30, 2006	CDE Staff
Host Riverside County Achievement Team (RCAT) teleconference	October 2005 - 06	CDE Staff, contract staff
RCAT Leadership Development Training	February 2006	Contractor CDE Staff
School-site specific RCAT Teleconference	March - June 2006	Contractor CDE Staff
RCAT Summer Institute	July 2006	Contractor and CDE Staff
RCAT Leadership Development Program follow-up Seminar	August - September 2006	Contractor and CDE Staff
Statewide State Improvement Grant (SIG) Leadership Institute	Fall and spring	Contractor and CDE Staff
SIG Regional Leadership Institutes	Fall and spring	Contractor and CDE Staff
SIG site-specific technical assistance which is specialized to assist additional schools, districts, and SELPAs	Fall and spring	Contractor and CDE Staff
Provide BEST positive behavioral management program training and technical assistance	Fall and spring	Contractor and CDE Staff
Provide five Web-casts that cover the concept of RtI and stream this content for on-demand viewing	Dec. 2005, Jan. 2005, Feb. 2006, March 2006, April 2006	CDE staff, contractors SELPA
Develop and distribute training module in DVD format that incorporates RtI concepts and specific skills	July 2006	CDE staff contractors

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RtI Trainings	2005-2010, several times per year	CDE staff
Three-tiered model trainings	2005-2010, several times per year	CDE staff
State Superintendent High School Summit Focus on Students with Disabilities	Oct 2005	Contracted speakers support through registration fees from participants & IDEA funds, CDE Staff
Develop charter school guidance primers to address the needs of students with disabilities attending charter schools	2005-2006	National Association of State Directors of Special Education & grant from USDOE/OSEP, CDE staff
Provide technical assistance on reinventing high school	September 2005 - June 2010	International Center for Leadership in Education and Council of Chief State School Officers and financial resources provided through the Bill and Melinda Gates Foundation, CDE staff
Provide technical assistance to schools focused on the implementation of reform programs, especial to high poverty and NCLB school wide schools	September 2005 -June 2010	California Comprehensive Assistance Center, CDE staff
Public Reporting/Data Awareness/Data Utilized to Reflect Upon Practice		
Develop & maintain IDEA 2004 information Web-page with links to important references and resources on the Reauthorization of the IDEA	December 2004; ongoing update	CDE/SED staff; web capability of CDE Web-page: *http://www.cde.ca.gov/sp/se/lr/ideareathztn.asp*
IDEA Final Regulation Training	Spring 2006	Art Cernosia, Esq., nationally known expert in the IDEA. Free to public and funded from IDEA funds
Public awareness and information dissemination via Web-pages and listservs on variety of topics including Promotion, retention guidelines, & CAPA materials	Updated frequently	CDE/SED staff; web capability of CDE

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Develop website to support the rollout of RtI including forms, procedures, intervention measures and provide a facility for supporting the field through an internet based message-board	June 2006	CDE staff, contractor
Develop and disseminate *Pocketbook of Special Education Statistics*	Annually	CDE staff
Post special education data on CDE DataQuest website	Annually	CDE/SED staff; web capability of CDE Web-page: *http://data1.cde.ca.gov/dataquest/*
Create and post the Special Education Data Summaries on the web	Annually	CDE staff, web capability of CDE Web-page: *http://www.cde.ca.gov/sp/se/ds/datarpts.asp*

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Monitoring, Stakeholder Meetings, & Selected Special Projects

The graduation indicator may be used in several ways. First, it may be used to identify the pool of possible districts for review. Second, the KPIs are used in all monitoring reviews to "focus" review activities on those areas where the district is below the benchmark expectation and has a KPI value lower than the prior year.

The CDE was awarded a second State Improvement Grant (SIG2) *http://www.calstat.org/sigPcse.html* from the federal government. SIG2 will be used to improve special education services in California in numerous areas such as the quality and number of teachers and other personnel who work with students with disabilities, coordination of services for students with disabilities, behavioral supports available for students with disabilities, academic outcomes, especially in the area of literacy, participation of parents and family members, and in the collection and dissemination of data. The grant has a significant site-based component that will include an entire network of educators who have been trained through the first SIG to assist schools in implementing research-proven behavioral approaches.

The Riverside County Achievement Teams (RCAT) use data to identify needs and to improve educational outcomes for students with disabilities. Expert technical assistance and training is available for the selected school districts whose data indicate significantly low performance in KPIs for students with disabilities to assist in building leadership capacity. Technical assistance and training is also available through the Quality Assurance Process (QAP) focused monitoring procedures for under-performing school districts whose data indicate significantly low academic performance for students with disabilities.

Under the Reading First Program, the state budget provides incentive funding for districts to create a plan to lower the number of special education referrals based upon reading below grade level and providing alternative assistance to students. California supports this program by providing sub grants to LEAs to implement fully the state-adopted reading program in kindergarten through grade three and to provide professional development to special education teachers. A part of the textbook adoption process is to include textbooks with a focus on early intervention and remediation for students at risk for reading problems.

Response to Intervention (RtI) is a process that focuses on early intervention designed to prevent learning failure. This approach recognizes the importance of student behavior on learning and incorporates a problem-solving process to address behavioral issues. The RtI process requires an alignment of assessment and research-based instruction to produce positive academic outcomes for students. The reliability and validity of this implementation depends on pre-service and in-service professional development models to translate research into practice. CDE will create and host presentations and trainings in the upcoming years.

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Throughout the state, there are many partnerships that help to ensure that schools provide all students, including students with disabilities, with research-proven approaches to instruction, leading to the accomplishment of California's educational goals. In order to facilitate the achievement of Adequate Yearly Progress (AYP) targets and benchmarks in California, SED has developed a close working relationship with the staff and administration of the District and School Program Coordination Office (DSPC) of the School Improvement Division within CDE. This division is responsible for, among other things, providing support and services to the schools and districts identified for program improvement (PI) under Section 1117 of the federal No Child Left Behind (NCLB) Act of 2001. The DSPC office coordinates the funding of a Regional System of School and District Support (RSDSS), which is a statewide system of support for schools and districts in PI.

To better align the services and guidance offered by the many regional programs administered by the CDE, a Regional Programs Partnership Group (RPPG) was created in February 2005. The DSPC coordinates monthly meetings of the RPPG. The goal of this group is to share program information and to develop guidance and work toward collaboration and alignment at the state level to enhance collaboration and alignment in the field. The SED and the DSPC through the RSDSS have coordinated 3 regional trainings on improving access to the core curriculum for all students by educating students with disabilities in the least restrictive environment. These trainings were held in September and October of 2005. Additionally, the SED assisted the DSPC in developing statewide trainings and technical assistance regarding schools and districts in PI. Future activities include attending the monthly RSDSS, RPPG, and NCLB/PI

meetings and providing resources and input from the special education perspective; providing information, resources and updates from general education to appropriate SED staff and administration; working with the PI and Interventions Office to infuse the LRE district and school self assessment tools into the program improvement self assessment processes (district assistance survey (DAS) and academic performance survey (APS)).

Selected Training/Technical Assistance

Future activities also include addressing graduation requirements in bi-annual CASEMIS training sessions with special education local plan area (SELPA) Administrators and LEAs. This will improve the reliability and accuracy of data reported to CDE and will draw the attention of the LEAs to educational benefit. CDE and SELPA staffs jointly determine the content and scope of these bi-annual training sessions.

CDE staff also will prepare and present trainings beyond CASEMIS during the six-year time period under the SPP. Topics for these trainings include: the IDEA 2004 statute and final regulations related to graduation requirements and other IDEA 2004 requirements, LRE, IEP training, leadership development, Building Effective Schools Together (BEST) positive behavioral management, RtI, and NCLB.

Public Reporting/Data Awareness/Data Utilized to Reflect Upon Practice

CDE engages in a variety of public awareness and information dissemination activities to improve the likelihood of positively impacting practices at the school site. These activities include supporting web-pages and listservs with topics ranging from promotion and retention guidelines to the California Alternate Performance Assessment (CAPA) materials, disseminating the *Pocketbook of Special Education Statistics*, posting data on Data Quest, and publishing data summaries.

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Part B State Performance Plan (SPP) for 2005-2010

Indicator #5 – Least Restrictive Environment

An overview of the State Performance Plan (SPP) development is described on pages 3 and 4 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE).

Indicator #5 –Percent of children with IEPs aged 6-21:

A) Removed from regular class less than 21 percent of the day;

B) Removed from regular class greater than 60 percent of the day; or

C) Served in public or private separate schools, residential placements, or homebound or hospital placements (20 U.S.C. 1416(a)(3)(A)).

Measurement:

A. Percent of children with IEPs removed from regular class less than 21 percent of the day. Percent is calculated by taking the number of children with IEPs removed from regular class less than 21 percent of the day and dividing by the total number of students aged 6-21 with IEPs multiplied by 100.

B. Percent of children with IEPs removed from regular class greater than 60 percent of the day. Percent is calculated by taking the number of children with IEPs removed from regular class greater than 60 percent of the day and dividing by the total number of students aged 6-21 with IEPs multiplied by 100.

C. Percent of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements. Percent is calculated by taking the number of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements divided by the total number of students aged 6-21 with IEPs multiplied by 100.

Overview of Issue/Description of System or Process:

Under Individuals with Disabilities Education Act 2004 (IDEA), the California Department of Education (CDE) is responsible for establishing statewide goals and indicators to be used to measure progress toward those goals. To do this CDE convened a comprehensive stakeholder group –the Key Performance Indicator Stakeholders Committee (KPISC). The KPISC is composed of

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approximately 30 advocacy, administrative, and/or professional organizations. The KPISC convenes at least twice a year to evaluate how well the state is meeting its five special education goals, to select districts for monitoring, and to identify priority areas to monitor during the reviews. The KPISC established, and CDE maintains, the system of Key Performance Indicators (KPI). These include measures of the percent of time that students are served outside of a regular classroom. The KPI measures are calculated annually at the district level and published on the web.

In 1996, California designated two KPI measures of inclusion in the regular classroom: (1) the percent of students educated with their non-disabled peers 80 percent or more of the time and, (2) the percent so educated less than 20 percent of the time. In 2004, the CDE worked closely with the statewide KPI stakeholders group to establish targets and annual benchmarks for these measures. The measures are benchmarked which allows for comparison of scores to a statewide expectation, for capturing the direction of change, and for comparing districts of similar type (elementary, high school and unified). These benchmarks were established in consultation with the KPISC.

These LRE measures vary from those outlined in the SPP and CDE will continue to use the California-established measures to track year-to-year progress for local educational agencies (LEA). Specifically these measures are:

The number of students reported as spending 20 percent or less of their time outside the regular class for special education instruction or services is divided by the total number of students receiving special education services. The calculation is repeated using the number of students reported as spending 80 percent or more of their time outside the regular class for special education instruction or services. Only students reported in as grades K-12 are included in the calculations. Students reported as exited are not included. These data are based on the June California Special Education Management Information System (CASEMIS) submission and may vary slightly from the counts obtained using the December CASEMIS submission that is used to generate the 618 reports.

Baseline Data for FFY 2004 (2004-2005):

Based on the December 2004 CASEMIS data reported on the 12/01/04 618 report, among the 612,177 California children aged 6-21 with Individualized Education Programs (IEPs):

A. 49.2 percent were removed from regular class less than 21 percent of the day;

B. 24.6 percent were removed from regular class more than 60 percent of the day; and

C. 4.4 percent were served in public or private separate schools, residential placements, or homebound or hospital placements.

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For the two established California LRE measures, California has developed a system of annual district-level benchmarks.

For the first indicator (out of regular class 20 percent or less), the benchmarks increase each year leading to a minimum target of 76 percent of students removed from regular class 20 percent or less of the time in each district in school year 2011-12.

For the second indicator (out of regular class 80 percent or more), the target in 2011-12 is that the maximum percent of students removed from regular class more than 60 percent of the time in each district is 5 percent.

The specific annual benchmarks for elementary, unified and high school districts are different because the baseline rates differ for each group. Across California, 90 percent of the districts will meet or exceed their annual benchmark each year up through the 2011-12 school year. Baseline benchmarks for the 20 percent or less measure were set at the 25th percentiles on the distribution of district-by-district graduation percents; for the 80 percent or more measure the baselines were set at the 75th percentiles. The statewide rate reported is based on statewide total numbers, not on the distribution of district graduation rates.

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Discussion of Baseline Data:

FFY	Measurable and Rigorous Target
2005 **(2005-2006)**	**Out of regular class 20% or less** For High School Districts with grades 9-12, 30 percent of students will be out of regular class 20 percent or less. For Unified and High School Districts with Grades 7-12, 44 percent of students will be out of regular class 20 percent or less. For Elementary School Districts, 55 percent of students will be out of regular class 20 percent or less. At the state level, 90 of districts will meet or exceed these benchmarks. **Out of regular class 80% or more** For High School Districts with Grades 9-12, 17 percent of students will be outside of the regular class 80 percent or more. For Unified and High School Districts with Grades 7-12, 22 percent of students will be outside of the regular class 80 percent or more. For Elementary School District, 20 percent of students will be

	outside of the regular class 80 percent or more. At the state level, 90 percent of districts will meet or exceed these benchmarks.
2006 **(2006-2007)**	**Out of regular class 20% or less** For High School Districts with grades 9-12, 31 percent of students will be out of regular class 20 percent or less. For Unified and High School Districts with Grades 7-12, 45 percent of students will be out of regular class 20 percent or less. For Elementary School Districts, 56 percent of students will be out of regular class 20 percent or less. At the state level, 90 percent of districts will meet or exceed these benchmarks. **Out of regular class 80% or more** For High School Districts with grades 9-12, 16 percent of students will be outside of the regular class 80 percent or more. For Unified and High School Districts with grades 7-12, 21 percent of students will be outside of the regular class 80 percent or more. For Elementary School District, 19 percent of students will be outside of the regular class 80 percent or more. At the state level, 90 percent of districts will meet or exceed these benchmarks.
2007 **(2007-2008)**	**Out of regular class 20% or less** For High School Districts with grades 9-12, 34 percent of students will be out of regular class 20 percent or less. For Unified and High School Districts with grades 7-12, 48 percent of students will be out of regular class 20 percent or less. For Elementary School Districts, 58 percent of students will be out of regular class 20 percent or less. At the state level, 90 of districts will meet or exceed these benchmarks. **Out of regular class 80% or more** For High School Districts with grades 9-12, 15 percent of students will be outside of the regular class 80 percent or more. For Unified and High School Districts with grades 7-12, 19 percent of students will be outside of the regular class 80 percent or more. For Elementary School District, 17 percent of students will be

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	outside of the regular class 80 percent or more. At the state level, 90 percent of districts will meet or exceed these benchmarks.
2008 **(2008-2009)**	**Out of regular class 20% or less** For High School Districts with grades 9-12, 40 percent of students will be out of regular class 20 percent or less. For Unified and High School Districts with grades 7-12, 53 percent of students will be out of regular class 20 percent or less. For Elementary School Districts, 61 percent of students will be out of regular class 20 percent or less. At the state level, 90 percent of districts will meet or exceed these benchmarks. **Out of regular class 80% or more** For High School Districts with grades 9-12, 13 percent of students will be outside of the regular class 80 percent or more. For Unified and High School Districts with grades 7-12, 17 percent of students will be outside of the regular class 80 percent or more. For Elementary School District, 15 percent of students will be outside of the regular class 80 percent or more. At the state level, 90 percent of districts will meet or exceed these benchmarks.
2009 **(2009-2010)**	**Out of regular class 20% or less** For High School Districts with grades 9-12, 49 percent of students will be out of regular class 20 percent or less. For Unified and High School Districts with grades 7-12, 59 percent of students will be out of regular class 20 percent or less. For Elementary School Districts, 65 percent of students will be out of regular class 20 percent or less. At the state level, 90 percent of districts will meet or exceed these benchmarks. **Out of regular class 80% or more** For High School Districts with grades 9-12, 11 percent of students will be outside of the regular class 80 percent or more. For Unified and High School Districts with grades 7-12, 14 percent of students will be outside of the regular class 80 percent or more. For Elementary School District, 12 percent of students will be

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	outside of the regular class 80 percent or more. At the state level, 90 percent of districts will meet or exceed these benchmarks.
2010 **(2010-2011)**	**Out of regular class 20% or less** For High School Districts with grades 9-12, 62 percent of students will be out of regular class 20 percent or less. For Unified and High School Districts with grades 7-12, 67 percent of students will be out of regular class 20 percent or less. For Elementary School Districts, 70 percent of students will be out of regular class 20 percent or less. At the state level, 90 percent of districts will meet or exceed these benchmarks. **Out of regular class 80% or more** For High School Districts with grades 9-12, 8 percent of students will be outside of the regular class 80 percent or more. For Unified and High School Districts with grades 7-12, 10 percent of students will be outside of the regular class 80 percent or more. For Elementary School District, 9 percent of students will be outside of the regular class 80 percent or more. At the state level, 90 percent of districts will meet or exceed these benchmarks.

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Improvement Activities/Timelines/Resources:

This section describes **some** of the Department's activities and associated timelines and anticipated resources that may improve this indicator.

The State Superintendent of Public Instruction in California had initiated a High School Initiative. This Initiative focuses on high expectations for all students, the development of world-class teachers and site administrators, the use of world-class instructional materials, successful transitions to postsecondary education, and the development of a community of support to nurture high achieving students. The State Superintendent's High School Summit of 2004 was followed in October 2005 by a similar summit with a focus on students with disabilities.

Monitoring, Stakeholder Meetings, & Selected Special Projects

As a KPI, the LRE indicator may be used in several ways. First, it may be used to identify the pool of possible districts for review. Second, the KPIs are used in all monitoring reviews to focus review activities on those areas where the district is

below the benchmark expectation and has a KPI value lower than that of the prior year.

The CDE was awarded a second State Improvement Grant (SIG2) *http://www.calstat.org/sigPcse.html* from the federal government. SIG2 will be used to improve special education services in California in numerous areas such as the quality and number of teachers and other personnel who work with students with disabilities, coordination of services for students with disabilities, behavioral supports available for students with disabilities, academic outcomes, especially in the area of literacy, participation of parents and family members, and collection and dissemination of data. The grant has a significant site-based component that will make use of an entire network of educators who have been trained through the first SIG to assist schools in implementing research-proven behavioral approaches.

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Throughout the state, there are many partnerships that help to ensure that schools provide all students, including students with disabilities, with research-proven approaches to instruction, leading to the accomplishment of California's educational goals. In order to facilitate the achievement of Adequate Yearly

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Progress (AYP) targets and benchmarks in California, the Special Education Division (SED) has developed a close working relationship with the staff and administration of the District and School Program Coordination Office (DSPC) of the School Improvement Division (SID) within CDE. This division is responsible for, among other things, providing support and services to the schools and districts identified for program improvement (PI) under Section 1117 of the federal No Child Left Behind (NCLB) Act of 2001. The DSPC office coordinates the funding of a Regional System of School and District Support (RSDSS), which is a statewide system of support for schools and districts in PI.

To better align the services and guidance offered by the many regional programs administered by the CDE, a Regional Programs Partnership Group (RPPG) was created in February 2005. The DSPC coordinates monthly meetings of the RPPG. The goal of this group is to share program information and develop guidance and to work toward collaboration and alignment at the state level to enhance collaboration and alignment in the field. The SED and the DSPC through the RSDSS have coordinated three regional trainings on improving access to the core curriculum for all students by educating students with disabilities in the LRE. These trainings were held in September and October of 2005. Additionally, the SED assisted the DSPC in developing statewide trainings and technical assistance regarding schools and districts in PI. Future activities include attending the monthly RSDSS, RPPG, and NCLB/PI meetings and providing resources and input from the special education perspective; providing information, resources, and updates from general education to appropriate SED staff and administration; working with the PI and Interventions Office to infuse the LRE district and school self assessment tools into the program improvement self assessment processes (district assistance survey (DAS) and academic performance survey (APS)).

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Selected Training/Technical Assistance

Future activities also include addressing LRE in bi-annual CASEMIS training sessions with special education local plan area (SELPA) administrators and LEAs. This will improve the reliability and accuracy of data reported to CDE and will draw the attention of the LEAs to educational benefit. CDE and SELPA staffs jointly determine the content and scope of these bi-annual training sessions.

CDE staff also will prepare and present trainings beyond CASEMIS during the six-year time period under the SPP. Topics for these trainings include: the IDEA 2004 statute and final regulations related to graduation requirements and other IDEA 2004 requirements, least restrictive environment, Individualized Education Plan (IEP) training, leadership development, Building Effective Schools Together (BEST) positive behavioral management, RtI, and NCLB.

Public Reporting/Data Awareness/Data Utilized to Reflect Upon Practice

CDE engages in a variety of public awareness and information dissemination activities to improve the likelihood of positively impacting practices at the school site. These activities include supporting web-pages and listservs with topics ranging from promotion and retention guidelines to California Alternate Performance Assessment (CAPA) materials, disseminating the *Pocketbook of Special Education Statistics*, posting data on Data Quest, and publishing data summaries.

Improvement Activities	**Timelines**	**Resources**
Monitoring, Stakeholder Meetings, & Selected Special Projects		
Pursue the development of an integrated database to pro-actively identify upcoming corrective actions across all components of the monitoring system	June 30, 2006	Outside Contractor subject to approval by the Department of Finance, CDE staff
The facilitated grant procedures utilize LRE data to develop program improvement	November 30, 2005	CDE staff
Add corrective action to completed reports to track LRE	December 30, 2005 - June 30, 2006	CDE Staff
Explore web-based applications for all components of the monitoring system	June 30, 2006	CDE Staff
Collaborate with CDE Program Improvement and Interventions Office to infuse special education indicators into the Academic Performance Survey (APS) and District Assistance Survey (DAS)	October 2005- June 30, 2010	CDE staff and contractors
Conduct analysis and prepare plans for Annual Performance Reports	July 1, 2005 to June 30, 2011	CDE Staff
Convene Stakeholder Groups including the Least Restrictive Environment, Key Performance Indicator Stakeholder Committee (KPISC), and the IEP Task Force	Semi annually or more frequent when needed	Representatives including administrative, and/or professional organizations, Parent Training Information Center (PTI), parent leader representatives, & CDE staff
Participate in national charter school study	2004-2006	University of Maryland, CDE staff, funded grant

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		from USDOE/OSEP
Selected Training/Technical Assistance		
Provide statewide CASEMIS training for SELPAs	October 21, 2005 October 28, 2005	CDE Staff, SELPA, LEAs
Provide regionalized training and technical assistance related to using the KPI data for program improvement	June 30, 2006	CDE staff
Regional trainings for trainers on serving students with disabilities in the least restrictive environment	September-October, 2005 and annually as needed	CDE Staff, contractors RSDSS staff
Provide facilitated IEP training, a trainer of trainer module	June 30, 2006	CDE Staff
Host Riverside County Achievement Team (RCAT) teleconference	October 2005-06	CDE Staff, contract staff
RCAT Leadership Development Training	February 2006	Contractor CDE Staff
School-site specific RCAT Teleconference	March-June 2006	Contractor CDE Staff
RCAT Summer Institute	July 2006	Contractor and CDE Staff
RCAT Leadership Development Program follow-up Seminar	August-September 2006	Contractor and CDE Staff
Statewide State Improvement Grant (SIG) Leadership Institute	Fall and spring	Contractor and CDE Staff
SIG Regional Leadership Institutes	Fall and spring	Contractor and CDE Staff
SIG site-specific technical assistance which is specialized to assist additional schools, districts, and SELPAs	Fall and spring	Contractor and CDE Staff
Provide BEST positive behavioral management program training and technical assistance	Fall and spring	Contractor and CDE Staff
Provide five Web-casts that cover the concept of Response to Intervention (RtI) and stream this content for on-demand viewing	Dec. 2005, Jan. 2005, Feb. 2006, March 2006, April 2006	CDE staff, contractors SELPA
Develop and distribute training module in DVD format that incorporates RtI concepts and specific skills.	July 2006	CDE staff contractors

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RtI Trainings	2005-2010, several times per year	CDE staff
Three-tiered model trainings	2005-2010, several times per year	CDE staff
State Superintendent High School Summit Focus on Students with Disabilities	Oct 2005	Contracted speakers support through registration fees from participants & IDEA funds, CDE Staff
Develop charter school guidance primers to address the needs of students with disabilities attending charter schools	2005-2006	National Association of State Directors of Special Education & grant from USDOE/OSEP, CDE staff
Provide technical assistance on reinventing high school	September 2005-June 2010	International Center for Leadership in Education and Council of Chief State School Officers and financial resources provided through the Bill and Melinda Gates Foundation, CDE staff
Provide technical assistance to schools focused on the implementation of reform programs, especial to high poverty and NCLB school wide schools	September 2005-June 2010	California Comprehensive Assistance Center, CDE staff
Public Reporting/Data Awareness/Data Utilized to Reflect Upon Practice		
Develop & maintain IDEA 2004 information Web-page with links to important references and resources on the Reauthorization of the Individuals with Disabilities Education Act (IDEA)	December 2004; ongoing update	CDE/SED staff; web capability of CDE Web-page: *http://www.cde.ca.gov/sp/se/lr/ideareathztn.asp*
IDEA Final Regulation Training	Spring 2006	Art Cernosia, Esq., nationally known expert in the IDEA. Free to public and funded from IDEA funds
Public awareness and information dissemination via Web pages and listservs on variety of topics including	Updated frequently	CDE/SED staff; web capability of CDE

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Promotion, retention guidelines, & CAPA materials		
Develop website to support the rollout of RtI including forms, procedures, intervention measures and provide a facility for supporting the field through an internet based message-board	June 2006	CDE staff, contractor
Develop and disseminate *Pocketbook* of *Special Education Statistics*	Annually	CDE staff
Post special education data on CDE DataQuest website	Annually	CDE/SED staff; web capability of CDE Web-page: *http://data1.cde.ca.gov/dataquest/*
Create and post the Special Education Data Summaries on the web	Annually	CDE staff, web capability of CDE Web-page: *http://www.cde.ca.gov/sp/se/ds/datarpts.asp*

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Part B State Performance Plan (SPP) for 2005-2010

Indicator #6 – Preschool Least Restrictive Environment

An overview of the State Performance Plan (SPP) development is described on pages 3 and 4 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE).

Indicator #6 – Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings). (20 U.S.C. 1416(a)(3)(A)).

Measurement: The number of preschool children with IEPs who received all special education services in settings with typically developing peers divided by the total number of preschool children with IEPs times 100.

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Overview of Issue/Description of System or Process:

It is the policy of the State of California that "Special education is an integral part of the total public education system and provides education in a manner that promotes maximum interaction between children or youth with disabilities and children or youth who are not disabled, in a manner that is appropriate to the needs of both."

"Special education provides a full continuum of program options, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and instruction in physical education, to meet the educational and service needs of individuals with exceptional needs in the least restrictive environment (*30 Education Code (EC) 56031*)." Further, state law requires that the student's IEP include: "The specific special educational instruction and related services and supplementary aids and services to be provided to the pupil, or on behalf of the pupil, and a statement of the program modifications or supports for school personnel that will be provided for the pupil in order to …be educated and participate with other pupils with disabilities and nondisabled pupils in the activities described in this section. " and also "An explanation of the extent, if any, to which the pupil will not participate with nondisabled pupils in regular classes and in… [extracurricular and other nonacademic] activities (30 *EC* 56345)." In addition, each SELPA must ensure that a continuum of program options is available to meet the needs of individuals with exceptional needs for special education

and related services, as required by the Individuals with Disabilities Education Act 2004 (IDEA). The continuum of program options is specified in law. These requirements apply to all individuals with exceptional needs, age three to twenty two.

In addition, the California *EC* includes requirements more suited to the preschool service delivery system. The code specifies a number of appropriate settings, including:

(a) The regular public or private nonsectarian preschool program.
(b) The child development center or family day care home.
(c) The child's regular environment that may include the home.
(d) A special site where preschool programs for both children with disabilities and children who are not disabled are located close to each other and have an opportunity to share resources and programming.
(e) A special education preschool program with children who are not disabled attending and participating for all or part of the program.
(f) A public school setting which provides an age-appropriate environment, materials, and services, as defined by the superintendent. (30 *EC* 56441.4)

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And the law identifies a variety of methods by which services to preschool age children with disabilities may be provided:

(a) Directly by a local educational agency.
(b) Through an interagency agreement between a local educational agency and another public agency.
(c) Through a contract with another public agency pursuant to Section 56369.
(d) Through a contract with a certified nonpublic, nonsectarian school; or nonpublic, nonsectarian agency pursuant to Section 56366.
(e) Through a contract with a nonsectarian hospital. (30 *EC* 56441.8)

Level at which local data will be reported. There are approximately 1,100 LEAs in the state of California. They vary in size from one-room schoolhouses to very large districts in cities like Los Angeles, San Francisco, and San Diego. The CDE's experience with calculating Key Performance Indicators (KPIs) is that there are many districts with such a small population that the calculation of a percentage is meaningless. This situation is even more difficult when calculating percentages for preschool age children because they are so much less populous than the group of students who are 6-21 years of age. In addition, not every LEA serves the same population of students. Within the SELPA structure, one district may serve all of the severely involved students, another may serve blind students, and a third may serve students with autism. Comparing districts who serve different populations is not very useful. As a result, CDE is planning to calculate and report outcome data at the SELPA level, because SELPAs are of sufficient

size to generate a meaningful statistic and SELPA-to-SELPA comparisons are more meaningful to the overall preschool population.

Data Source. Data for determining the values for this indicator are drawn from the California Special Education Management Information System (CASEMIS). CASEMIS includes data for each preschool age child related to program setting for preschool special education services. Calculations for 2004-05 will be based on December 2004 CASEMIS data for children reported to be served in early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

Baseline Data for FFY 2004 (2004-2005):

Table 6a
Preschool LRE data in California, 2004-05

Setting	Number of 3 - 5 year olds
Early childhood setting	19,514
Home	1,287
Part-time early childhood/part-time early childhood special education setting	8,052
Subtotal	28,853
Total Number of 3-5 Served	59,937
Percent 3-5 served in settings with typically developing peers	48.14%

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Discussion of Baseline Data:

Data presented in table 6a are based on December 2004 CASEMIS data for three, four and five year-old children with disabilities. The overall percentage of preschool age students served in settings with typically developing peers is 48 percent. Targets are set to increase 3 percent per year to an overall target of 66 percent in 2010-11.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	51% of the 3-5 year olds will be served in settings with typically developing peers.
2006 (2006-2007)	54% of the 3-5 year olds will be served in settings with typically developing peers.
2007	57% of the 3-5 year olds will be served in settings with typically

(2007-2008)	developing peers.
2008 (2008-2009)	60% of the 3-5 year olds will be served in settings with typically developing peers.
2009 (2009-2010)	63% of the 3-5 year olds will be served in settings with typically developing peers.
2010 (2010-2011)	66% of the 3-5 year olds will be served in settings with typically developing peers.

Improvement Activities/Timelines/Resources:

Future activities also include addressing preschool LRE requirements in bi-annual CASEMIS training sessions with special education local plan area (SELPA) administrators and LEAs. This step will improve the reliability and accuracy of data reported to CDE and will draw the attention of the LEAs to educational benefit. CDE and SELPA staffs jointly determine the content and scope of these bi-annual training sessions.

Public Reporting/Data Awareness/Data Utilized to Reflect Upon Practice

CDE engages in a variety of public awareness and information dissemination activities to improve the likelihood of positively impacting practices at the school site. These activities include supporting web-pages and listservs with topics ranging from promotion and retention guidelines to the California Alternate Performance Assessment (CAPA) materials, disseminating the *Pocketbook of Special Education Statistics*, posting data on Data Quest, and publishing data summaries.

Activities	**Timelines**	**Resources**
Review individual SELPA and LEA calculations. Identify extreme, outlying values.	By January 1, 2006	CDE staff
Prepare and disseminate general policy letter related	By January 1, 2006	CDE staff

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to preschool LRE.		
Contact districts with extreme, outlying values to monitor policies, procedures and practices; and to provide technical assistance.	By January 1, 2006	CDE staff
Conduct monitoring; prepare corrective action plans, if needed; and follow-up to ensure correction.	By June 30, 2006	CDE staff
Work with preschool technical assistance contractors to prepare and disseminate technical assistance materials and services.	By June 30, 2006	CDE contractors and staff
Conduct ongoing review of APR data calculations and prepare annual action plans.	July 2006 through June 30, 2011	CDE contractors and staff
Convene PSC	2005 - 2007	CDE staff
Provide statewide CASEMIS training for SELPAs	October 21, 2005 October 28, 2005	CDE Staff, SELPA, LEAs
Public Reporting/Data Awareness/Data Utilized to Reflect Upon Practice		
Develop & maintain IDEA 2004 information Web-page with links to important references and resources on the Reauthorization of	December 2004; ongoing update	CDE/SED staff; web capability of CDE Web-page: *http://www.cde.ca.gov/sp/se/lr/ideareathztn.asp*

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the IDEA		
IDEA Final Regulation Training	Spring 2006	Art Cernosia, Esq., nationally known expert in the IDEA. Free to public and funded from IDEA funds
Public awareness and information dissemination via Web-pages and listservs on variety of topics including Promotion, retention guidelines, & CAPA materials	Updated frequently	CDE/SED staff; web capability of CDE
Develop website to support the rollout of RtI including forms, procedures, intervention measures and provide a facility for supporting the field through an internet based message-board	June 2006	CDE staff, contractor
Develop and disseminate *Pocketbook of Special Education Statistics*	Annually	CDE staff
Post special education data on CDE DataQuest website	Annually	CDE/SED staff; web capability of CDE Web-page: *http://data1.cde.ca.gov/dataquest/*
Create and post the Special Education Data Summaries on the web	Annually	CDE staff, web capability of CDE Web-page: *http://www.cde.ca.gov/sp/se/ds/datarpts.asp*

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Part B State Performance Plan (SPP) for 2005-2010

Indicator #7 – Preschool Assessment

An overview of the State Performance Plan (SPP) development is described on pages 3 and 4 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Free Appropriate Public Education (FAPE) in the Least Restrictive Environment

Indicator – Percent of preschool children with IEPs who demonstrate improved:

A. Positive social-emotional skills (including social relationships);
B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
C. Use of appropriate behaviors to meet their needs. (20 U.S.C. 1416(a)(3)(A)).

Measurement:

A. Positive social-emotional skills (including social relationships):

a. Percent of preschool children who reach or maintain functioning at a level comparable to same-aged peers = number of preschool children who reach or maintain functioning at a level comparable to same-aged peers divided by number of preschool children with IEPs assessed times 100.
b. Percent of preschool children who improve functioning = number of preschool children who improved functioning divided by number of preschool children with IEPs assessed times 100.
c. Percent of preschool children who did not improve functioning = number of preschool children who did not improve functioning divided by number of preschool children with IEPs assessed times 100.

If children meet the criteria for a, report them in a. Do not include children reported in a in b or c. If a + b + c does not sum to 100%, explain the difference.

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)

a. Percent of preschool children who reach or maintain

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functioning at a level comparable to same-aged peers = number of preschool children who reach or maintain functioning at a level comparable to same-aged peers divided by number of preschool children with IEPs assessed times 100.

b. Percent of preschool children who improved functioning = number of preschool children who improved functioning divided by number of preschool children with IEPs assessed times 100.
c. Percent of preschool children who did not improve functioning = number of preschool children who did not improve functioning divided by number of preschool children with IEPs assessed times 100.

If children meet the criteria for a, report them in a. Do not include children reported in a in b or c. If a + b + c does not sum to 100%, explain the difference.

C. Use of appropriate behaviors to meet their needs:

a. Percent of preschool children who reach or maintain functioning at a level comparable to same-aged peers = number of preschool children who reach or maintain functioning at a level comparable to same-aged peers divided by number of preschool children with IEPs assessed times 100.
b. Percent of preschool children who improved functioning = number of preschool children who improved functioning divided by number of preschool children with IEPs assessed times 100.
c. c.Percent of preschool children who did not improve functioning = number of preschool children who did not improve functioning divided by number of preschool children with IEPs assessed times 100.

If children meet the criteria for a, report them in a. Do not include children reported in a in b or c. If a + b + c does not sum to 100%, explain the difference.

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Overview of Issue/Description of System or Process:

The California Department of Education (CDE) has been developing a statewide system of progress assessment for young children since the mid-1990's. This system – the Desired Results (DR) system - includes a set of DR (standards) and a method for assessing child progress known as the Desired Results Developmental Profile (DRDP). Children with disabilities have been included in the development of DR and DRDP since its inception.

Accommodations and adaptations of the regular DRDP have been developed and researched along with the base instrument. In 2001, DR was reconceptualized to provide greater psychometric integrity. The base constructs were researched and revised and a new set of items developed to conform to the underlying constructs. The indicators and measures have been extensively researched on young children including young children with disabilities. As a part of this research and development effort CDE has also initiated the development of preschool learning standards for literacy and mathematics, aligned to the state standards for school age children.

In January 2005, the State Superintendent of Public Instruction announced a major preschool initiative in his state of the state address. This initiative, the Preschool for all Initiative includes, among other things, a major focus on accountability, which has prompted an additional focus on the development of standards and the implementation of the systems of assessment. It is anticipated that the Child Development Division (CDD) of CDE will implement the new version of DRDP in the fall of 2006, and will subsequently make adjustments to DRDP. Typically research on the adaptations to DRDP lag one year behind the basic instrument (as adaptations are made and tested subsequent to the evaluation of the base instrument). In 2004-05, CDE anticipated providing baseline, status data (one data point) from a sample of districts related to the developmental improvement of preschool age children using the prior indicators in the Annual Performance Report (APR). However, the indicators have changed and, as a result, CDE only has one data point for 2004-05.

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In anticipation of the data requirements for 2005-06 and implementation of state standards for literacy and mathematics, the Special Education Division (SED) funded 11 districts and county offices of education, among other things, to pilot a birth-to-five instrument and to provide two data points for three, four, and five year-old children with disabilities. Shasta County Office of Education

These districts represent urban, suburban and rural settings and include large, small and moderately sized programs. They were funded in the spring of 2005, prior to elaboration of SPP requirements.

In July 2005, CDE convened a meeting (Preschool Stakeholders Committee (PSC)) of representatives from early childhood programs, early childhood training and technical assistance contractors, representatives from the Department of Developmental Services (lead agency for Part C) and staff of the ECO center to review the requirements and provide input into the State Performance Plan. In October 2005, CDE convened the same group to update input on the updated requirements.

General Considerations. The methodology for providing early childhood outcome data is derived from a variety of considerations. First, SPP requires that CDE and LEAs provide information about the developmental progress of three, four, and five year-olds with disabilities between entry and exit from the program. On this basis, CDE and LEAs need to be prepared to provide data in relation to the following entry and exit conditions:

	Exit at 3	Exit at 4	Exit at 5
Entry at 3	x	x	x
Entry at 4		x	x
Entry at 5			x

Oftentimes, exit is a post hoc finding – the child has left before the usual transition after kindergarten or at the end of a year and the LEA is not aware of the fact until the child fails to return to the program. In addition, IDEA requires that children with disabilities participate in state and local assessment programs. When DRDP is redeployed statewide, it will constitute a statewide testing program for all typically developing three and four year-olds that are served by CDE. This will require CDE and LEAs to include all three and four year-olds with disabilities in the statewide assessment program for DR. Children are assessed two times per year using DRDP – once in the fall and once in the spring. This would have the effect of requiring all three and four year-olds with disabilities to be assessed twice a year, but not five year-olds. But, because all five year-olds exit from preschool, all five year-olds olds would need to be assessed in the spring. There are many five year-olds who enter special education for the first time that would need to be assessed in the fall. As a result, all three, four, and five year-olds with disabilities will be assessed two times per year, once in the fall and once in the spring to comply with the SPP requirements. The entry data for a child will be drawn from DRDP results in the test period following entry into the program. The exit data will be drawn from DRDP results in the test period immediately preceding the child's withdrawal from the program or spring results in kindergarten.

It is of paramount importance that these data be reliable, accurate and useful at the local, state and national levels. CDE could easily have met APR requirements for a summary of developmental status and progress within the timelines described in the 2003-04 APR. As planned in the 2003-04 APR, calibration studies for DRDP and studies targeted on language development, literacy, and social emotional development were completed. However, with

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the addition of entry and exit requirements and the comparison to developmental progress of typically developing children, there is a mismatch between the plans for development of elements of DRDP between CDD (which is targeting further major research studies upon release of the proposed literacy and mathematic standards in 2006-07) and SED (which has an urgent need for increased information about the performance of typically developing three, four, and five year-olds using the current DRDP instruments in 2005-06). Additionally, the DRDP information measures for five year olds are drawn from a school-age instrument, which uses examples from after school child care settings rather than regular kindergarten or preschool classrooms. This will require SED to redesign the five year-old measure to be more suited to a classroom base and to conduct extensive research on a sample of typically developing five year- olds. To get this work done, SED is contracting with Sonoma State University and is in the contracting process with Berkeley Evaluation and Assessment Research Center at the University of California, Berkeley (BEAR). BEAR has conducted all of the in-depth statistical work to validate DRDP for CDD. They maintain the ongoing data sets for typically developing children. Sonoma State and BEAR will be working together in 2005-06 to scale DRDP to include children with disabilities in relation to data collected in 2004-05. They will also work together to develop the sampling and statistical analysis needed to calibrate the birth-to-five year-old instrument piloted in 2005-06 and to update a five year-old instrument for children with disabilities for 2006-07. Both of these studies will require SED to secure a large sample of typically developing children prior to the time that CDD will be recalibrating the DRDP to include the new standards. These timeline issues will affect CDE's ability to collect comprehensive entry data for all age groups until spring of 2007 and comprehensive baseline data until 2007-08.

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<u>One issue during input was the level at which local data would be reported</u>. There are approximately 1,100 LEAs in the state of California. They vary in size from one-room schoolhouses to very large districts in cities like Los Angeles, San Francisco, and San Diego. CDE's experience with calculating Key Performance Indicators (KPIs) is that there are many districts with such a small population that the calculation of a percentage is meaningless. This fact is even more troubling when calculating percentages for preschool age children as they are so much less populous than the group of students who are 6-21 years of age. In addition, not every serves the same population of students. Within the SELPA structure, one district may serve all of the severely involved students, another may serve blind students, and a third may serve students with autism. Comparing districts who serve different populations is not very useful. As a result, is planning to calculate and report outcome data at the SELPA level, as SELPAs are of sufficient size to generate a meaningful statistic and SELPA to SELPA comparisons are more meaningful to the overall preschool population.

Summary of the outcome measurement system. When the system is fully implemented, all three, four, and five year-old children with disabilities will be assessed using DRDP as determined by their IEP team. Children will be assessed in the fall and the spring by special education personnel, familiar with their skills, and in conjunction with their regular teacher, child care provider and/or their parent – as appropriate to their service settings. Children will be assessed by staff who have been trained to conduct the assessments, using adaptations as appropriate to the child's special education needs. To ensure proper training CDE will provide ongoing training to program administrators through the annual conference sponsored by the Special Education Early Childhood Administrators Project (SEECAP). Administrator training will begin with the winter 2006 conferences. Staff training will be provided through several means. A series of regional trainings will be provided in the fall 2006 by Sonoma State University in collaboration with the Supporting Early Education Delivery System (SEEDS) and representatives from the network of projects funded to pilot the birth-to-five DRDP instrument. Ongoing support will be coordinated by Sonoma State University through the SEEDS project that will house expert teams in their visitation sites and through their statewide network of core consultants. Web based training and teleconferences are also proposed for fall 2006.

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How DRDP indicators and measures will be used to produce the required information. DRDP consists of four DRs for children:

- Children are personally and socially competent,
- Children are effective learners,
- Children show physical and motor competence, and
- Children are safe and healthy.

Within each DR there are indicators and a series of measures for each indicator. The following is the method that will be used to roll up data on an indicator basis collected on the DRDP for the three outcomes: (1) positive social-emotional skills, including social relationships, (2) acquisition and use of knowledge and skills, including early language/communication and early literacy, and (3) use of appropriate behaviors to meet needs.

For 2004-05 data, children were observed on the calibration study version of the DRDP and the corresponding DRDP access provides accommodations for children with disabilities to be observed on the DRDP. This required children to be assessed using both the infant-toddler items and the preschool items. A list of indicators and measures that roll up to the three outcomes from the infant-toddler and the preschool instruments are provided in Table **7a** and table **7b** respectively.

Table 7a.
Desired Results Developmental Profile *access*: Infant-Toddler Instrument

Outcome 1: Positive Social-Emotional Skills	Outcome 2: Knowledge and Skills	Outcome 3: Action to Meet Needs
DESIRED RESULT 1 **Self Concept:** - Identity of Self and Connection to Others - Recognition of Ability - Self-Expression - Awareness of Diversity **Social and Interpersonal Skills:** - Empathy - Interactions with Adults - Relationships with Familiar Adults - Interactions with Peers - Relationships with Familiar Peers **Self-Regulation:** - Impulse Control - Seeking Other's Help to Regulate Self - Responsiveness to Other's Support - Self-Comforting - Attention Maintenance	**DESIRED RESULT 1** **Language:** - Language Comprehension - Responsiveness to Language - Communication of Needs, Feelings, and Interests - Reciprocal Communication **DESIRED RESULT 2** **Cognitive Competence:** - Memory - Cause and Effect - Problem Solving - Symbolic Play - Curiosity **Math:** - Number - Space and Size - Classification and Matching - Time **Literacy:** - Interest in Literacy - Recognition of symbols	**DESIRED RESULT 3** **Motor Skills:** - Gross Motor - Balance - Fine Motor - Eye-Hand Coordination **DESIRED RESULT 4** **Safety and Health:** - Personal Care Routines - Safety

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Table 7b. Desired Results Developmental Profile *access*: Preschool Instrument

Outcome 1: Positive Social-Emotional Skills	Outcome 2: Knowledge and Skills	Outcome 3: Action to Meet Needs
DESIRED RESULT 1	**DESIRED RESULT 1**	**DESIRED RESULT 3**

Self Concept: - Identity of Self - Recognition of Own Skills and Accomplishments **Social and Interpersonal Skills:** - Expressions of Empathy - Building Cooperative Relationships with Adults - Building Cooperative Play with Other Children - Developing Friendships - Conflict Negotiation - Awareness of Diversity in Self and Others **Self-Regulation:** - Impulse Control - Taking Turns - Shared Use of Space and Materials	**Language:** - Comprehends Meaning - Follows Increasingly Complex Instructions - Expresses Self Through Language - Uses Language in Conversation **DESIRED RESULT 2** **Learning:** - Curiosity and Initiative - Engagement and Persistence **Cognitive Competence:** - Memory and Knowledge - Cause and Effect - Engages in Problem Solving - Socio-dramatic Play **Math:** - Number sense: Understands Quantity and Counting - Number Sense: Math Operations - Shapes - Classification - Measurement - Patterning - Time **Literacy:** - Interest in Literacy - Concepts of Print - Letter and Word Knowledge - Phonological Awareness - Emerging Writing	**Motor Skills:** - Gross Motor Movement - Balance - Fine Motor Skills **DESIRED RESULT 4** **Safety and Health:** - Personal Care Routines - Personal Safety - Understanding Healthy Lifestyle

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For 2005-06, a birth-to-5 version of the DRDP *access* is being field-tested. Table **7c** presents how items/measures within each indicator in this birth-to-five instrument will roll up to the three outcomes.

Table 7c. Desired Results Developmental Profile *access*: Birth-to-5 Instrument

Outcome 1: Positive Social Relationships	Outcome 2: Knowledge and Skills	Outcome 3: Action to Meet Needs
DESIRED RESULT 1 **Self Concept:** - Identity of Self and Connection to Others - Recognition of Ability - Self-Expression **Social and Interpersonal Skills:** - Empathy - Interactions with Adults - Relationships with Familiar Adults - Interactions with Peers - Friendships - Conflict Negotiation - Awareness of Diversity **Self-Regulation:** - Impulse Control - Seeking Other's Help to Regulate Self - Responsiveness to Other's Support - Self-Comforting - Taking Turns	**DESIRED RESULT 1** **Language:** - Language Comprehension - Responsiveness to Language - Expresses Self Through Language - Uses Language in Conversation **DESIRED RESULT 2** **Learning:** - Curiosity and Initiative - Attention Maintenance and Persistence **Cognitive Competence:** - Memory - Cause and Effect - Problem Solving - Symbolic and Dramatic Play **Math:** - Understands Quantity and Counting - Math Operations - Comparison of Quantity - Shapes - Classification and Matching - Measurement - Patterning - Time **Literacy:** - Interest in Literacy	**DESIRED RESULT 3** **Motor Skills:** - Movement - Balance - Grasp/Release and Manipulation - Eye-Hand Coordination **DESIRED RESULT 4** **Safety and Health:** - Toileting and Hygiene - Dressing - Self-Feeding - Personal Safety - Eating and Nutrition

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	- Concepts of Print - Letter and Word Knowledge - Phonological Awareness - Emerging Writing - Comprehension of Text	

Data Collected in 2004-05. Data collected for preschool children in special education using DRDP access in Spring 2005 will be used to provide data related to the three OSEP outcomes. The comparative typical sample was observed on DRDP in Spring 2005 (two applicable scales were developed – infant/toddler and preschool). For this 2004-05 data analysis, a new scale that includes all the infant-toddler and preschool items/measures will be created to get item estimates. With this procedure, children's scores can be compared to determine the percentage of children who are at, above, or below age level (status data).

Data collected in 2005-06. Presuming SED can collect data on a minimum of 300 typically developing preschool age children using the birth-to-five instrument within the same time frame as the current study (with a six-month interval between time one and time two), CDE will be able to report on the complete OSEP outcome indicators for a sample of children in the APR for 2005-06 (due in February 2007).

Data collected in 2006-07**.** Presuming that the five-year-old instrument can be completed and that statewide training is conducted, CDE will be able to report statewide entry data in the 2006-07 APR (due in February 2008)

Baseline Data for FFY 2004 (2004-2005):

As a new SPP indicator, baseline data and targets do not need to be provided until the Annual Performance Report (APR) that is due no later than February 1, 2007.

Discussion of Baseline Data:

As a new SPP indicator, baseline data and targets do not need to be provided until APR that is due no later than February 1, 2007.

FFY	Measurable and Rigorous Target
2005	As a new SPP indicator, baseline and targets do not need to be

(2005-2006)	provided until the APR that is due no later than February 1, 2007.
2006 (2006-2007)	As a new SPP indicator, baseline and targets do not need to be provided until the APR that is due no later than February 1, 2007.
2007 (2007-2008)	As a new SPP indicator, baseline and targets do not need to be provided until the APR that is due no later than February 1, 2007.
2008 (2008-2009)	As a new SPP indicator, baseline and targets do not need to be provided until the APR that is due no later than February 1, 2007.
2009 (2009-2010)	As a new SPP indicator, baseline and targets do not need to be provided until the APR that is due no later than February 1, 2007.
2010 (2010-2011)	As a new SPP indicator, baseline and targets do not need to be provided until the APR that is due no later than February 1, 2007.

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Improvement Activities/Timelines/Resources:

The CDE has been developing a statewide system of progress assessment for young children since the mid-1990's. This system, the DR includes a set of desired results (standards) and a method for assessing child progress known as DRDP. Children with disabilities have been included in the development of the DR system and DRDP since its inception. Accommodations and adaptations of the regular DRDP have been developed and researched along with the base instrument. In 2001, DR was reconceptualized to provide greater psychometric integrity. The base constructs were researched and revised and a new set of items were developed to conform to the underlying constructs. The indicators and measures have been extensively researched on young children including young children with disabilities. As a part of this research and development efforts, CDE has also initiated the development of preschool learning standards for literacy and mathematics, aligned to the state standards for school age children.

In January 2005, the State Superintendent of Public Instruction announced a major preschool initiative in his State of Education Address. This initiative, the Preschool for all Initiative includes, among other things, a major focus on accountability, which has prompted an additional focus on the development of standards and the implementation of the systems of assessment. It is anticipated that the CDD of CDE will implement the new version of DRDP in the fall of 2006, and will subsequently make adjustments to DRDP. Typically, research on the

adaptations to DRDP lag one year behind the basic instrument (as adaptations are made and tested subsequent to the evaluation of the base instrument). In 2004-05, CDE anticipated providing baseline, status data (one data point) from a sample of districts related to the developmental improvement of preschool age children using the prior indicators in APR. However, OSEP has changed the indicators and, as a result, CDE only has one data point and does not yet have the age cutoffs for typically developing children that are needed to respond to the new indicator. Additional improvement activities are described in the section titled O*verview of issue/description of system or process*.

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Part B State Performance Plan (SPP) for 2005-2010

Indicator #8 – Parent Involvement

An overview of the State Performance Plan (SPP) development is described on pages 3 and 4 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)

Indicator #8 – Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities (20 U.S.C. 1416(a)(3)(A)).

Measurement: Percent of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities. Percent is calculated by dividing the number of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities divided by the total number of respondent parents of children with disabilities multiplied by 100. (20 U.S.C. 1416(a)(3)(A)).

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Overview of Issue/Description of System or Process:

The California Department of Education (CDE) collects parent involvement information in a variety of ways: through monitoring processes (Verification Reviews (VR) and Special Education Self Reviews (SESR)), through the 800 number operated by CDE's Procedural Safeguards and Referral Services (PSRS), and through Family Empowerment Centers (FECs) and Parent Training and Information Centers (PTIs). These systems are described below. Per the SPP instructions, the survey instrument is provided in Table 8a.

Verification Reviews (VR). All monitoring reviews require Parent Input Meetings and/or Parent Surveys. For Verification Reviews, CDE contracts with the Sacramento County Office of Education to select and train parents of children with disabilities to act as facilitators at Parent Input meetings. A specific set of parent questions with probes form the core of the Parent Input meeting. These questions are tied to CDE's monitoring questions and are linked to specific compliance items. If parents in a particular district express concerns that are potential violations of state or federal laws and regulations, those issues are included in the monitoring plan and are investigated during the review. These

monitoring plan issues are stored in the data-base for the Verification Review. Also, input cards are available at the meeting for parents to complete. These cards are collected and tabulated for each Parent Input meeting.

Special Education Self Reviews (SESR). Each local educational agency (LEA) is required to conduct a parent input meeting and/or to conduct a survey of all of the parents in the district. A minimum of a 20 percent response is required. CDE specifies the minimum questions that must be addressed in the parent input meeting and provides a survey for use by the district. Like the VR, the SESR requires a monitoring plan. The monitoring plan is reviewed and approved by CDE before the district begins the SESR monitoring activities. Parent input issues are also entered into the SESR software and store in the SESR data base.

Procedural Safeguards and Referral Services (PSRS). Provides technical assistance information and resources for parents, school districts, advocates, agencies and others of procedural safeguards regarding students between ages 3 and 21 with disabilities and their educational rights. PSRS receives over 10,000 calls each year. These calls are logged into a database.

Parent Support Organizations. CDE works closely with two types of parent support organizations: Parent Training and Information Centers (PTIs) and Family Empowerment Centers (FECs). The PTIs are parent-directed, non-profit 501(c)(3) organizations funded by the U.S. Department of Education as well as private sources. Authorized by the Individuals with Disabilities Education Act (IDEA), PTIs are funded to assist parents to: understand special education laws, rights, and responsibilities; understand their child's disability; provide follow-up support; communicate with special educators; participate in IEP decision making and obtain information about a range of options, programs and services. The Family Empowerment Centers are authorized in the California Education Code and provide services focusing on families whose children are from the ages of 3 to 22; serve families of children with all disabilities; and prepare families to partner with professionals in obtaining an appropriate education for children with disabilities. Staff of the PTIs and FECs participate in all state level planning, workgroups and initiatives. CDE regularly solicits information at the state level and often solicits information at the individual district level to verify potential monitoring concerns.

While CDE collects a great deal of parent information, it is problem-oriented – designed to identify issues and concerns – not oriented to identify district successes with parent involvement.

For 2005-06, CDE will be adding a question to the surveys used in reviews to be able to collect information about the number of parents who report that schools facilitated parent involvement to improve services and results for children with

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disabilities. The question will be added to the existing surveys and will be assessed using a five point Likert-scale. This method will reach approximately one quarter of the LEAs in the state each year. LEAs will be required to send a survey to all parents in the district. A minimum of a percent response rate will be required. As in previous SESR processes, these data will be incorporated into the monitoring plans and the SESR database.

For 2006-07, CDE will work with the National Center on Special Education Accountability Monitoring (NCSEAM), parent organizations in California, and state and local district personnel to incorporate appropriate elements of the Part B Parent/Family Involvement measures into the SESR surveys in order to add to the existing, problem-oriented data. This work will be conducted in 2005-06 for utilization in 2006-07.

Table 8a

California's Parent Survey, 2004-05

1	What special education service(s) does your child get: (Please circle all that apply)	Speech	Adaptive PE	Resource	Special Day Class	Other
2	Were the reasons for your child being placed into Special Education explained to you so that you understood?	Y	N	DK		
3	Do you go to an Individualized Education Program (IEP) meeting at least once a year?	Y	N	DK		
4	If your child is a baby to three years of age, is your child's Individualized Family Service Plan (IFSP) gone over with you at least every six months?	Y	N	DK		
5	Did a regular education teacher come to your child's IEP meeting?	Y	N	DK		
6	Was the information you provided about your child included when planning and writing his or her IEP?	Y	N	DK		
7	Were your concerns about your child talked about and put into the IEP?	Y	N	DK		
8	If your child is age **14 years or older**, did the IEP team discuss transition services (e.g., career interests, employment, high school classes) during the IEP meeting?	Y	N	DK		
9	At your child's IEP meeting, did the team discuss your child's program in terms of it being the least restrictive environment (e.g., general education classroom, resource, special day class)?	Y	N	DK		
10	Are your child's teachers aware of his or her learning needs?	Y	N	DK		
11	Does the school district provide the support that your child needs to learn and progress in school, as it is written in the IEP?	Y	N	DK		
12	Does your child participate in all school activities (e.g., assemblies, after school activities and field trips)?	Y	N	DK		
13	At your child's IEP meeting, did the IEP team talk about how your child would participate in state and district testing?	Y	N	DK		

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14	Is your child making progress in school: is he or she making progress as written in his or her IEP goals or IFSP outcomes?	Y	N	DK
15	Do you get routine reports on how he or she is meeting their IEP goals or IFSP outcomes?	Y	N	DK
16	Is your child getting the number and amount of services that are listed on his or her IEP or IFSP (e.g., speech two times a week for 30 minutes)?	Y	N	DK
17	Did you receive a copy of your parental rights (procedural safeguards) and did someone offer to explain your rights to you?	Y	N	DK
If you don't speak English at home, is your child learning English at school? If yes, answer questions 18-22		Y	N	DK
18	Does your child's IEP talk about your child's need to learn English?	Y	N	DK
19	As an English learner, does your child receive support to progress in speaking English?	Y	N	DK
20	Is your child getting the support in special education classes that he or she needs to learn other subjects like math or science?	Y	N	DK
21	If you speak a language other than English, do you get information from the school in your language?	Y	N	DK
22	At your child's IEP meeting, do they interpret all of the information you need to know about your child in your language?	Y	N	DK

Baseline Data for FFY 2004 (2004-2005):

As a new SPP indicator, baseline and targets do not need to be provided until the APR that is due no later than February 1, 2007.

Discussion of Baseline Data:

As a new SPP indicator, baseline data and targets do not need to be provided until the Annual Performance Report (APR) that is due no later than February 1, 2007.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	As a new SPP indicator, baseline data and targets do not need to be provided until the Annual Performance Report (APR) that is due no later than February 1, 2007.
2006 (2006-2007)	As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1, 2007.
2007 (2007-2008)	As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1,

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	2007.
2008 (2008-2009)	As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1, 2007.
2009 (2009-2010)	As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1, 2007.
2010 (2010-2011)	As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1, 2007.

Improvement Activities/Timelines/Resources:

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Monitoring & Stakeholder Meetings		
Pursue the development of an integrated database to pro-actively identify upcoming corrective actions across all components of the monitoring system.	June 30, 2006	Outside Contractor subject to approval by the Department of Finance, CDE staff
Explore web-based applications for all components of the monitoring system.	June 30, 2006	CDE Staff
Collaborate with CDE Program Improvement and Interventions Office to infuse special education indicators into the Academic Performance Survey (APS) and District Assistance Survey (DAS).	October 2005 to June 30, 2010	CDE staff and contractors
Conduct analysis and prepare plans for Annual Performance Reports.	July 1, 2005 to June 30, 2011	CDE Staff
Convene Stakeholder Groups including the Least Restrictive Environment, Key Performance Indicator Stakeholder Committee (KPISC), and the IEP Task Force.	Semi annually or more frequent when needed	Representatives including administrative, and/or professional organizations, Parent Training Information Center (PTI), parent

		leader representatives, & CDE staff

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Part B State Performance Plan (SPP) for 2005-2010

Indicator #9 – Disproportionality Overall

An overview of the State Performance Plan (SPP) development is described on pages 3 and 4 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Disproportionality

Indicator – Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. (20 U.S.C. 1416(a)(3)(C))

Measurement: Percent = number of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification divided by number of districts in the State times 100.

Overview of Issue/Description of System or Process:

California's Quality Assurance Process (QAP) is a statewide special education district-level review that focuses on both compliance and educational benefit. The QAP process allows review of all local educational agencies (LEA) in California through its four balanced components: 1) Local Plan, 2) Special Education Self Review (SESR), 3) Complaints Management, and 4) Focused Monitoring. All monitoring processes require review of multiple data sources for development of a monitoring plan. The Special Education Division (SED) uses data specific to disproportionality (and other performance data) when monitoring districts. In previous years, when a district was undergoing a review, and its disproportionality measure was both above the annual benchmark and above the disproportionality for the previous year, it was required to review all policies and practices to determine if assessment and placement decisions were race neutral. When it was determined that the LEA had policies or practices that lead to inappropriate assessment or placement decisions, the LEA was required to describe the changes it intend to make and provide evidence of having done so. If an LEA found that a disparity continued to exist even when following good practices, it must describe the circumstances to the state. The state will continue to provide technical assistance to LEAs in this area and impose sanctions if an LEA refuses to make necessary changes. As part of the QAP, CDE will continue this process during future reviews.

For each district, California calculates a race-neutral measure labeled the Disparity Index as part of the QAP. Specifically, the number of K-12 students in special education within each ethnic category is divided by the total number of all K-12 students in that category. The index is simply the range between the lowest and the highest group percentages. The underlying concept is that if the identification process is race neutral, the disparity index will be relatively low. The

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state has set a system of decreasing annual benchmarks leading to a maximum disparity of 5 points by 2011-12.

In future years, California will combine the disparity measure with a composition index in a race neutral approach to identifying which districts are disproportionate. The first test is to identify those districts that have a disparity that is higher than the annual benchmark. The second test, based on the composition index, looks at the proportion of each ethnic enrollment in special education in a district. For each ethnic category, this proportion is compared to the proportion of that group in the entire kindergarten through 12th grade (K-12) population of the district. When the proportion receiving special education for any ethnic category is more than 20 percent higher than its proportion in K-12 AND the district has higher disparity using the disparity test, the district is identified as disproportionate.

Baseline Data for FFY 2004 (2004-05):

As a new SPP indicator, baseline and targets do not need to be provided until the Annual Performance Report (APR) that is due no later than February 1, 2007.

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Discussion of Baseline Data:

The mere fact that enrollment data identify a district as disproportionate does not reveal if the disproportionality is related to inappropriate identification. In a state the size of California, it is not feasible to examine the records of all individual students in a particular group to determine if an appropriate identification decision has been reached for each child. By examining the relative proportions within LEAs, the state can make some rational decisions about where to focus its efforts to achieve results for all children. California will focus its efforts on the districts identified as disproportionate.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1, 2007.
2006 (2006-2007)	As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1, 2007.
2007 (2007-2008)	As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1,

	2007.
2008 (2008-2009)	As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1, 2007.
2009 (2009-2010)	As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1, 2007.
2010 (2010-2011)	As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1, 2007.

Improvement Activities/Timelines/Resources:

Analyses of statewide data confirm that African American students in California have a much higher risk of being found eligible for special education and are then more likely to be educated in more restrictive settings than are students in other ethnic categories. The established LEA policies and procedures for eligibility identification and educational environment assignment do not overtly prescribe race-based decisions about students. The state recognizes that factors contributing to disproportionality are not mitigated merely by establishing race neutral policies and is engaged in educating the educators about the disproportionality issues and finding ways to ensure that all of the children who are entitled to special education will receive it. California is working to ensure that students who need assistance prior to an eligibility determination will receive help through the regular education system. The state supports and encourages training for staff in using data to help in discovering practices that lead to misidentifying students. California also provides technical assistance in early intervention strategies.

All monitoring processes required review of multiple data sources for development of a monitoring plan. The SED will continue using data specific to disproportionality (and other performance data) when monitoring districts. When disproportion is evident, policies and practices and procedures will be reviewed and revised. All districts with disproportionate representation will receive a California Special Education Management Information System (CASEMIS) compliance letter. Districts undergoing a QAP review will address the issue of disproportion during the monitoring process. Districts not undergoing a formal review will be required to respond in writing to CDE outlining the results of their review of policies and practices. Where policies or practices are found to lead to misidentification, the district must demonstrate how those policies or practices have been changed.

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During 2005-06, CDE will develop methods and criteria for identifying when disproportion is related to inappropriate identification in ways that respect the integrity of IEP team decisions.

California will continue to participate in national discussions about disproportionality and attend conferences and other meetings related to this issue. SED will requests technical assistance and/or support from National Center for Culturally Responsive Educational Systems (NCCRESt), the Western Regional Resource Center (WRRC), and other technical assistance providers when appropriate.

The SED will continue to encourage analyses of CASEMIS data and collaboration with colleagues to foster a greater understanding of the issue and strategies to effectively teach all students in the least restrictive environment. During the 2006-07 school year, California will continue with a survey of LEAs in order to identify promising practices for reducing disproportionality and increasing student achievement.

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Part B State Performance Plan (SPP) for 2005-2010

Indicator #10 – Disproportionality Disability

An overview of the State Performance Plan (SPP) development is described on pages 3 and 4 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Disproportionality

Indicator – Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. (20 U.S.C. 1416(a)(3)(C))

Measurement: Percent = number of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification divided by number of districts in the State times 100

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Overview of Issue/Description of System or Process:

California's Quality Assurance Process (QAP) is a statewide special education district-level review that focuses on both compliance and educational benefit. The QAP process allows review of all local educational agencies (LEA) in California through its four balanced components: 1) Local Plan, 2) Special Education Self Review (SESR), 3) Complaints Management, and 4) Focused Monitoring. All monitoring processes require review of multiple data sources for development of a monitoring plan. The Special Education Division (SED) uses data specific to disproportionality (and other performance data) when monitoring districts. In previous years, when a district was undergoing a review, and its disproportionality measure was both above the annual benchmark and above the disproportionality for the previous year, it was required to review all policies and practices to determine if assessment and placement decisions were race neutral. When it was determined that the LEA had policies or practices that lead to inappropriate assessment or placement decisions, the LEA was required to describe the changes it intend to make and provide evidence of having done so. If an LEA found that a disparity continued to exist even when following good practices, it must describe the circumstances to the state. The state will continue to provide technical assistance to LEAs in this area and impose sanctions if an LEA refuses to make necessary changes. As part of the QAP, CDE will continue this process during future reviews.

When aggregated into ethnic by disability categories, the cell numbers for most districts become too small for meaningful analyses. The figures can, however, be useful in helping LEAs and the state focus on specific identification practices for

individual groups. To that end, in 2007 the state will make available district-level composition indices and will require LEAs identified as disproportionate to show how they used this information to modify policies and procedures when that is required. In addition, California will use these data as part of the ongoing education and technical assistance provided in the area of disproportionality.
In future years, California will calculate composition indices for each of thirty cells based on the distributions of students in five ethnic categories and six disability categories. Students in the following six disability categories will be included: mental retardation, specific learning disabilities, emotional disturbance, speech or language impairments, other health impairments, and autism. Using enrollment data from 2005-06 and 2006-07, the state will set a threshold for disproportionality based on the number of cells in which the percentage of students is more than 20 percent above what would be expected based on the percent of that ethnic group among the population of students receiving special education or services.

Baseline Data for FFY 2004 (2004-2005):

As a new SPP indicator, baseline and targets do not need to be provided until the Annual Performance Report (APR) that is due no later than February 1, 2007. These baseline data must reflect the 2005-06 school year.

Discussion of Baseline Data:

The mere fact that enrollment data identify a district as disproportionate does not reveal if the disproportionality is related to inappropriate identification. In a state the size of California, it is not feasible to examine the of all individual students in a particular group to determine if an appropriate identification decision has been reached for each child. By examining the relative proportions within LEAs, the state can make some rational decisions about where to focus its efforts to achieve results for all children. California will focus its efforts on the districts identified as disproportionate.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1, 2007.
2006 (2006-2007)	As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1, 2007.
2007 (2007-2008)	As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1,

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	2007.
2008 (2008-2009)	As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1, 2007.
2009 (2009-2010)	As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1, 2007.
2010 (2010-2011)	As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1, 2007.

Improvement Activities/Timelines/Resources:

Analyses of statewide data confirm that African American students in California have a much higher risk of being found eligible for special education and are then more likely to be educated in more restrictive settings than are students in other ethnic categories. The established LEA policies and procedures for eligibility identification and educational environment assignment do not overtly prescribe race-based decisions about students. The state recognizes that factors contributing to disproportionality are not mitigated merely by establishing race neutral policies and is engaged in educating the educators about the disproportionality issues and finding ways to ensure that all of the children who are entitled to special education will receive it. California is working to ensure that students who need assistance prior to an eligibility determination will receive the help through the regular education system. The state supports and encourages training for staff in using data to help in discovering practices that lead to misidentifying students. California also provides technical assistance in early intervention strategies.

All monitoring processes required review of multiple data sources for development of a monitoring plan. The SED will continue using data specific to disproportionality (and other performance data) when monitoring districts. When disproportion is evident, policies and practices and procedures will be reviewed and revised. All districts with disproportionate representation will receive a CASEMIS compliance letter. Districts undergoing a QAP review will address the issue of disproportion during the monitoring process. Districts not undergoing a formal review will be required to respond in writing to CDE outlining the results of their review of policies and practices. Where policies or practices are found to lead to misidentification, the district must demonstrate how those policies or practices have been changed.

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During 2005-06, CDE will develop methods and criteria for identifying when disproportion is related to inappropriate identification in ways that respect the integrity of Individualized Education Program (IEP) team decisions.

California will continue to participate in national discussions about disproportionality and attend conferences and other meetings related to this issue. SED will requests technical assistance and/or support from National Center for Culturally Responsive Educational Systems (NCCRESt), the Western Regional Resource Center (WRRC), and other technical assistance providers when appropriate.

The SED will continue to encourage analyses of CASEMIS data and collaboration with colleagues to foster a greater understanding of the issue and strategies to effectively teach all students in the least restrictive environment. During the 2006-07 school year, California will continue with a survey of LEAs in order to identify promising practices for reducing disproportionality and increasing student achievement.

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Part B State Performance Plan (SPP) for 2005-2010

Indicator #11 – Eligibility Evaluation

An overview of the State Performance Plan (SPP) development is described on pages 3 and 4 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B/ Child Find

Indicator – Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days. (20 U.S.C. 1416(a)(3)(B))

Measurement:

A) Number of children for whom parental consent to evaluate was received.
B) Number of children (for whom parental consent to evaluate was received) determined not eligible whose evaluations and eligibility determinations were completed within 60 days.
C) Number of children (for whom parental consent to evaluate was received) determined eligible whose evaluations and eligibility determinations were completed within 60 days.

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Overview of Issue/Description of System or Process:

Local educational agencies (LEA) in California have a legal responsibility to conduct evaluations within 60-days beginning in the 2005-06 school year. Previously, California's timeline was 45-days. Bi-annual California Special Education Management Information System (CASEMIS) training sessions address this issue as well as monitoring.

Baseline Data for FFY 2004 (2004-2005):

As a new SPP indicator, baseline and targets do not need to be provided until the Annual Performance Report (APR) that is due no later than February 1, 2007.

Discussion of Baseline Data:

As a new SPP indicator, baseline and targets do not need to be provided until the FFY 2005 Annual Performance Report (APR) that is due no later than February 1, 2007.

During the 2004-05 school year, the Special Education Division (SED) continued critical work with the Key Performance Indicator Stakeholder Committee (KPISC)

and LEAs to capture additional data to assist the state and LEAs with program improvement and monitoring for students with disabilities. As a result, there are currently proposed changes to the 2006-07 CASEMIS, the individual student-level data collection for students with disabilities, to capture new data elements required under SPP, APR, and Section 618 of the reauthorized Individuals with Disabilities Education Act of 2004 (IDEA).

Beginning in 2006-07, these data elements will be included in CASEMIS. The 2006-07 school year will be the first year these data are collected through CASEMIS and it is imperative to recognize that reliable data may not be available until at least two years after this initial data collection year.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Eligibility determinations will be completed within 60 days for 100 percent of children for who parental consent to evaluate was received.
2006 (2006-2007)	Eligibility determinations will be completed within 60 days for 100 percent of children for who parental consent to evaluate was received.
2007 (2007-2008)	Eligibility determinations will be completed within 60 days for 100 percent of children for who parental consent to evaluate was received.
2008 (2008-2009)	Eligibility determinations will be completed within 60 days 100 percent of children for who parental consent to evaluate was received.
2009 (2009-2010)	Eligibility determinations will be completed within 60 days for 100 percent of children for who parental consent to evaluate was received.
2010 (2010-2011)	Eligibility determinations will be completed within 60 days for 100 percent of children for who parental consent to evaluate was received.

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Improvement Activities/Timelines/Resources:

This indicator will be monitored at part of the focused monitoring process.

Future activities include addressing the child find requirements in bi-annual CASEMIS training sessions with SELPAs and LEAs. This will improve the reliability and accuracy of data reported to CDE and will draw the attention of the LEAs to focus on their legal responsibility to conduct evaluations within 60 days. The CDE and SELPA staffs jointly determine the content and scope of these bi-annual training sessions.

This new data requirement requires extensive modification to existing data management systems at the state and local levels. During the 2005-06 school year CDE staff will work to modify the CASEMIS software. The CDE staff will provide extensive training, software support, and ongoing technical assistance to SELPAs and LEAs during the transition to the new CASEMIS collection.

IMPROVEMENT ACTIVITIES	TIMELINES	RESOURCES
Provide statewide CASEMIS training for SELPAs.	October 21, 2005 October 28, 2005	CDE Staff, SELPA, LEAs
Finalize new child find data fields for CASEMIS	Fall 2005	CDE staff, SELPA, LEAs
Modify CASEMIS data table structure to incorporate new data fields and update table codes	Fall 2005	CDE staff
Modify validation codes and develop prototype reports	Spring 2006	CDE staff
Beta-test new CASEMIS software	Summer 2006	CDE staff
Official deployment of CASEMIS software	October 2006	CDE staff
Provide ongoing technical assistance to ensure reliable and accurate submission of data	Ongoing throughout the year	CDE staff
Provide statewide CASEMIS training for SELPAs.	Each year in the fall and sometimes spring	CDE Staff, SELPA, LEAs
Monitoring & Stakeholder Meetings		
Pursue the development of an integrated database to pro-actively identify upcoming corrective actions across all components of the monitoring system.	June 30, 2006	Outside Contractor subject to approval by the Department of Finance, CDE staff

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Explore web-based applications for all components of the monitoring system.	June 30, 2006	CDE Staff
Collaborate with CDE Program Improvement and Interventions Office to infuse special education indicators into the Academic Performance Survey (APS) and District Assistance Survey (DAS)	October 2005 - June 30, 2010	CDE staff and contractors
Conduct analysis and prepare plans for Annual Performance Reports.	July 1, 2005 - June 30, 2011	CDE Staff
Convene Stakeholder Groups including the Least Restrictive Environment, Key Performance Indicator Stakeholder Committee (KPISC), and the Individualized Education Program (IEP) Task Force	Semi annually or more frequent when needed	Representatives including administrative, and/or professional organizations, Parent Training Information Center (PTI), parent leader representatives, & CDE staff

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Part B State Performance Plan (SPP) for 2005-2010

Indicator #12 Part C to Part B Transition

An overview of the State Performance Plan (SPP) development is described on pages 3 and 4 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B/Effective Transition

Indicator #12 – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an Individualized Education Program (IEP) developed and implemented by their third birthdays.

Measurement:

a. Number of children who have been served in Part C and referred to Part B for eligibility determination.

b. Number of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.

c. Number of those found eligible who have an IEP developed and implemented by their third birthdays.

Account for children included in a, but not included in b or c. Indicate the range of days beyond the third birthday when eligibility was determined and reasons for the delays.

Percent = c divided by a – b times 100.

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Overview of Issue/Description of System or Process:

It is the policy of the State of California that each local educational agency (LEA), special education local plan area (SELPA), or county office of education (COE) shall ensure that each child participating in early childhood special education services pursuant to this chapter, and who will participate in preschool programs under Part B of the Individuals with Disabilities Education Act (IDEA), experiences a smooth and effective transition to those preschool programs (30 *Education Code(EC)* 56426.9(a)). California laws and regulations are very clear about processes to support transition of children and families from services under IDEA Part C to services under Part B of IDEA (17 CCR 52112). Beginning at two years, six months, the family's service coordinator is responsible for contacting both the family and LEA to notify them of the need to conduct an Individualized Family Service Plan (IFSP) meeting to plan for transition of the child to services under Part B. This IFSP meeting must be held before the child is two years, nine

months of age and may be conducted as early as six months before the child's third birthday. LEA representatives are required to participate in transition planning meetings. The transition matters to be discussed, to be recorded in the IFSP, and to be carried out are specified in regulation. California law is also clear that "by the third birthday of a child… [who may be eligible for services under Part B of IDEA], [the LEA shall] ensure that an individualized education program … has been developed and is being implemented for the child consistent with a free appropriate public education (FAPE) for children beginning at three years of age" (30 *EC* 56426.9(b)). The State of California provides funds for parent-to-parent support, including transition assistance through the Family Resource Centers (IDEA Part C) and Family Empowerment Centers (IDEA Part B).

Data for this indicator are collected by two different agencies in the State of California. Information regarding children served under IDEA Part C is collected by the Department of Developmental Services (DDS), which is the lead agency for IDEA Part C. Data regarding children served in IDEA Part B is maintained by the California Department of Education (CDE) through the California Special Education Management Information System (CASEMIS). The exchange of child find information with IDEA Part C was a major break through in the ability of both agencies to assess the effectiveness of transition to IDEA Part B. This was facilitated by the federal Office of Special Education Program's (OSEP) response to CDE's Annual Performance Report (APR) for 2002-03. Both CDE and DDS are committed to work together to improve coordination and facilitate service delivery to young children with disabilities and their families. There are difficulties in interpreting the data from IDEA Part C: 1) names do not always match across systems; 2) the data provided does not include a referral date to IDEA Part B; and 3) without a clear indication of who was referred, DDS and CDE must use other means to determine might be potentially eligible for IDEA Part B. The most recent data available from IDEA Part C are data from 2003-04. An initial assumption was that a data set of children served in IDEA Part C who were identified as having a developmental disability, combined with information in CASEMIS about infants and toddlers who are blind, deaf, deaf blind, and orthopedically impaired in IDEA Part C, would be the best estimate of who would be potentially eligible for IDEA Part B. Initial matching of the complete data sets indicated that a significant number of matches beyond those children identified as having a developmental disability. As a result, data reported in Tables 12a and 12b include all young children in both IDEA Part C and IDEA Part B data sets. DDS has indicated that they are adding a referral date to IDEA Part B data element in the 2005-06 program year. CASEMIS is adding a referral date element in 2006-07. This will improve data collection for 2005-06 and 2006-07.

<u>Level at which local data will be reported</u>. There are approximately 1,100 LEAs in the state of California. They vary in size from one-room schoolhouses to very large districts in cities like Los Angeles, San Francisco, and San Diego. CDE's experience with calculating Key Performance Indicators (KPIs) is that there are many districts with such a small population that the calculation of a percentage is meaningless. This is even more difficult when calculating percentages for preschool age children as they are so much less populous than the group of

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students who are 6-21 years of age. In addition, not every program serves the same population of students. Within the special education local planning area (SELPA) structure, one district may serve all of the severely involved students, another may serve blind students, and a third may serve students with autism. Comparing districts that serve different populations is not very useful. As a result, CDE is planning to calculate and report outcome data at the SELPA level, as SELPAs are of sufficient size to generate a meaningful statistic and SELPA to SELPA comparisons are more meaningful to the overall preschool population.

Baseline Data for FFY 2004 (2004-2005):

Table 12a depicts the number and percent of children served in Part C who turned 3 years of age in 2003-04 and who entered Part B before their 3rd birthday.

Table 12a

Part C to Part B Transition in California, 2003-04

Part C population (turn three in 2003-04)	**Total Number in Part C data set**	**Match with CASEMIS (June 2004)**	**Entered Part B before third Birthday**	**Percent entered before third Birthday**
Developmentally Disabled	2,076	1,886	1,281	67.92
All Others	10,691	4,513	3,000	66.47
Total	12,767	6,399	4,281	66.90

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The following table depicts the range in days beyond the third birthday when children served in IDEA Part C entered IDEA Part B.

Of the data required for the calculation as described above, there is insufficient data available to make the required calculations. The chart below depicts when data will become available.

Table 12c

California's Plan to Obtain Part C to B IDEA Transition Data

Required Data	Number served in Part C and referred to Part B for eligibility determination	Number referred determined to be NOT eligible and whose eligibilities	Number found eligible who have an IEP developed and implemented by their third	Percent of children referred by Part C prior to age three, who are found eligible for

		were determined prior to their third birthdays	birthdays	Part B, and who have an IEP developed and implemented by their third birthdays
Data Availability	Information available in 2005-06 from DDS	Information available in 2006-07 in CASEMIS	Currently available for 2003-04 through data table match.	Calculation will be possible for 2006-07

Discussion of Baseline Data:

Data presented does not have the precision needed to fulfill the requirements as outlined in the SPP indicators. First, there is no information from Part C about which of the children were referred to Part B. Second, there is no information about which children were referred, assessed, and found not eligible by their third birthday. Sixty-six percent of the three-year olds in the IDEA Part C database entered IDEA Part B by their third birthday. After 90 days, the percentage increased to 97 percent of those matched between the databases.

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FFY	Measurable and Rigorous Target
2005 (2005-2006)	100 percent of children referred by IDEA Part C prior to age three and who are found eligible for IDEA Part B will have an IEP developed and implemented by their third birthdays.
2006 (2006-2007)	100 percent of children referred by IDEA Part C prior to age three and who are found eligible for IDEA Part B will have an IEP developed and implemented by their third birthdays
2007 (2007-2008)	100 percent of children referred by IDEA Part C prior to age three and who are found eligible for IDEA Part B will have an IEP developed and implemented by their third birthdays
2008 (2008-2009)	100 percent of children referred by IDEA Part C prior to age three and who are found eligible for IDEA Part B will have an IEP

	developed and implemented by their third birthdays
2009 **(2009-2010)**	100 percent of children referred by IDEA Part C prior to age three and who are found eligible for IDEA Part B will have an IEP developed and implemented by their third birthdays
2010 **(2010-2011)**	100 percent of children referred by IDEA Part C prior to age three and who are found eligible for IDEA Part B will have an IEP developed and implemented by their third birthdays

Improvement Activities/Timelines/Resources:

The following improvement activities describe CDE's commitment to review and monitor all referrals from IDEA Part C to IDEA Part B. The CDE staff will meet with DDS staff to review IDEA Part C to IDEA Part B referrals by regional center and by LEA to identify issues for monitoring and follow-up. Not only will the agencies send out renewed information about transition requirements, but will develop and implement corrective plans for LEAs who fail to participate in transition activities and implement IEPs by the child's third birthday.

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Activity	Timeline	Resources
Meet with Part C staff to review data by Special Education Local Plan Area (SELPA), LEA and Regional Center.	By January 1, 2006	Part B and C staff
Prepare general mailing regarding the status, policies and procedures and resources available related to transition.	By January 1, 2006	Part B and C staff and resources
Explore development of a joint letter to SELPAs, LEAs, and/or Regional Center where rates are low.	By January 1, 2006	Part B and C staff and resources
Conduct follow-up teleconferences and/or site visits to assess compliance and provide technical assistance.	By April 1, 2006	Part B and C staff and resources
Prepare and follow-up on corrective action	By June	Part B and C staff and

plans as required	30, 2006	resources
Meet annually to plan for monitoring and technical assistance activities related to transition from Part C to Part B, based on Annual Performance Report data.	2006 - 07 through 2010-11	Part B and C staff and resources
Monitoring & Stakeholder Meetings		
Pursue the development of an integrated database to pro-actively identify upcoming corrective actions across all components of the monitoring system.	June 30, 2006	Outside Contractor subject to approval by the Department of Finance, CDE staff
Explore web-based applications for all components of the monitoring system.	June 30, 2006	CDE Staff
Collaborate with CDE Program Improvement and Interventions Office to infuse special education indicators into the Academic Performance Survey (APS) and District Assistance Survey (DAS)	October 2005 - June 30, 2010	CDE staff and contractors
Conduct analysis and prepare plans for Annual Performance Reports.	July 1, 2005 to June 30, 2011	CDE Staff
Convene Stakeholder Groups including the Least Restrictive Environment, Key Performance Indicator Stakeholder Committee (KPISC), and the IEP Task Force	Semi-annually or more frequent when needed	Representatives including administrative, and/or professional organizations, Parent Training Information Center (PTI), parent leader representatives, & CDE staff

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Part B State Performance Plan (SPP) for 2005-2010

Indicator #13 – Secondary Transition Goals and Services

An overview of the State Performance Plan (SPP) development is described on pages 3 and 4 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective Supervision Part B/Effective Transition

Indicator – Percent of youth aged 16 and above with an Individualized Education Program (IEP) that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals. (20 U.S.C. 1416(a)(3)(B))

Measurement:
Number of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals divided by the number of youth with an IEP age 16 and above times 100.

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Overview of Issue/Description of System or Process:

Secondary transition has been a goal under the Quality Assurance Process (QAP). In addition, the state is focused on this issue through an Interagency Transition Stakeholders Group (Community of Practice) that was launched during the 2004-05 school year in collaboration with the National Association of State Directors of Special Education (NASDSE). The Community of Practice (CoP) will periodically convene over the next six years to identify barriers, solutions, and untapped resources and to collect data demonstrating what works and how to replicate successful strategies. Multiple agencies such as the Department of Rehabilitation Services (DRS), Department of Social Services (DSS), and the Employment Development Department (EDD) may be involved with this interagency work. One barrier to this type of work, specifically sharing student-level data across agencies has been the Family Education Rights and Privacy Act (FERPA).

Baseline Data for FFY 2004 (2004-2005):

An estimated 95.7 percent of students age 15 or above were reported as having transition services language in their IEPs.

As stated in the 2003-04 Annual Performance Report (APR), CDE has been working to capture additional data about secondary transition services and the baseline data reported here represent the first year of data collection for this

variable. The measure for this indicator will change beginning with the 2006-07 school year.

Discussion of Baseline Data:

During the 2003-04 school year the Special Education Division (SED) worked with the Key Performance Indicator (KPI) Stakeholder Advisory group and local educational agencies (LEA) to modify the primary data collection, the California Special Education Management System (CASEMIS) for students with disabilities in the state, to capture additional secondary transition data. The 2004-05 school year represents the first year these data were collected and it is imperative to recognize that reliable data may not be available until at least two years after this initial data collection year. The 2004-05 baseline data provided in this document indicate the percent of students aged 15 or above with transition services language in the IEP. The 2005-06 data will report on the same data field but for students 16 or older, consistent with the Individuals with Disabilities Education Act 2004 (IDEA).

During the 2004-05 school year, SED continued critical work with the KPI Stakeholder Advisory Committee and LEAs to capture additional data specific to secondary transition. As a result, there are currently proposals for the 2006-07 school year to modify existing data fields to capture specific secondary transition goals identified in statute (614 (d)(1)(A)(i)(VIII)(aa)) as well as secondary transition services.

These new data elements will assist the state and LEAs with program improvement and monitoring.

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FFY	Measurable and Rigorous Target
2005 (2005-2006)	One hundred percent of students age 16 or above will have transition services language in the IEP.
2006 (2006-2007)	One hundred percent of youth aged 16 and above with an IEP will have annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.
2007 (2007-2008)	One hundred percent of youth aged 16 and above with an IEP will have annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.
2008 (2008-2009)	One hundred percent of youth aged 16 and above with an IEP will have annual IEP goals and transition services that will reasonably

	enable the student to meet the postsecondary goals.
2009 **(2009-2010)**	One hundred percent of youth aged 16 and above with an IEP will have annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.
2010 **(2010-2011)**	One hundred percent of youth aged 16 and above with an IEP will have annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

Improvement Activities/Timelines/Resources:

Future activities include establishing a Transition List Service (in 2005-06) and a web page with links and resources and a Clearinghouse to share information. The CoP was launched during the 2004-05 school year in collaboration with the NASDSE. The CoP will periodically convene over the next six years to identify barriers, solutions, and untapped resources and to collect data demonstrating what works and how to replicate successful strategies. Multiple agencies such as DRS, DSS, and EDD may be involved with this interagency work. One barrier to this type of work, specifically sharing student-level data across agencies has been FERPA. This work will continue through the SPP cycle.

As one part of coordinated secondary transition efforts, the data collection process from the State's model WorkAbility Program will be merged into CASEMIS. It is proposed that this phase-in begins during the 2006-07 school year. In addition, CDE will continue to work with the State WorkAbility Advisory Committee to develop programs and secondary transition services to assist students with disabilities in their preparation for the workforce and living independently. CDE staff will continue to meet with other agencies such as the DRS and EDD to develop an interagency transition evaluation model. These interagency efforts will continue through the cycle of the SPP. As mentioned before, one barrier to this type of work has been the FERPA.

The California State Board of Education adopted Career-Technical Education standards and a model curriculum framework that incorporates the input of various post-secondary stakeholder groups with elements of transition services for all students including those with disabilities in May 2005.

This new data requirement requires extensive modification to existing data management systems at the state and local levels. During the 2005-06 school year CDE staff will work to modify the CASEMIS software. CDE staff will provide extensive training, software support, and ongoing technical assistance to SELPAs and LEAs during the transition to the new CASEMIS collection.

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IMPROVEMENTACTIVITIES	TIMELINES	RESOURCES
Finalize secondary transition data fields for CASEMIS	Fall 2005	CDE staff, SELPA, LEAs
Modify CASEMIS data table structure to incorporate new data fields and update table codes	Fall 2005	CDE staff
Modify validation codes and develop prototype reports	Spring 2005	CDE staff
Beta-test new CASEMIS software	Summer 2006	CDE staff
Official deployment of CASEMIS software	October 2006	CDE staff
Provide ongoing technical assistance to ensure reliable and accurate submission of data	Ongoing throughout the year	CDE staff
Provide statewide CASEMIS training for SELPAs.	Each year in the fall and sometimes spring	CDE Staff, SELPA, LEAs
Monitoring, Stakeholder Meetings, & Selected Special Projects		
Pursue the development of an integrated database to pro-actively identify upcoming corrective actions across all components of the monitoring system.	June 30, 2006	Outside Contractor subject to approval by the Department of Finance, CDE staff
Explore web-based applications for all components of the monitoring system.	June 30, 2006	CDE Staff
Collaborate with CDE Program Improvement and Interventions Office to infuse special education indicators into the Academic Performance Survey (APS) and District Assistance Survey (DAS)	October 2005 to June 30, 2010	CDE staff and contractors
Conduct analysis and prepare plans for Annual Performance Reports.	July 1, 2005 to June 30, 2011	CDE Staff

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Follow up CASEMIS letter related to transition service language data.	December 30, 2005	CDE Staff
Provide regionalized training and technical assistance regarding transition services language in the IEP.	June 30, 2006 October, November 2005 March, April, May 2006	CDE staff Workability I staff
The Workability I grant procedures utilize transition data to ensure programs include the provision of transition services.	November 30, 2005	CDE Staff
Utilize transition data for the Workability I reapplication funding process.	November 30, 2005	CDE Staff
Utilize statewide community of practice for collaborative efforts related to transition services across multiple agencies (DOR, EDD, SILC, parents & consumers).	June 30, 2006	CDE staff

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Part B State Performance Plan (SPP) for 2005-2010

Indicator #14 - Postschool

An overview of the State Performance Plan (SPP) development is described on pages 3 and 4 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective Supervision Part B/Effective Transition

Indicator #14 – Percent of youth who had Individualized Education Programs (IEP), are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school. (20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = number of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school divided by number of youth assessed who had IEPs and are no longer in secondary school times 100.

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Overview of Issue/Description of System or Process:

California's model WorkAbility Program has been the primary source for post-school data for students with disabilities. This State Performance Plan indicator requires that post-school information be collected for all students who received special education services. During the summer months of 2005, the Special Education Division (SED) worked with special education local plan areas (SELPA) and local educational agencies (LEA) to determine strategies to meet this data requirement. As a result, there are currently proposals for the 2006-07 school year to modify existing data fields to capture the required post-school activities in statute (20 U.S.C. 1416(a)(3)(B)). One barrier to this type of work, specifically sharing student-level data across agencies has been the Family Education Rights and Privacy Act (FERPA).

Baseline Data for FFY 2004 (2004-2005):

As a new SPP indicator, baseline data and targets do not need to be provided until the Annual Performance Report (APR) that is due no later than February 1, 2007. These baseline data must reflect the 2005-06 school year.

Discussion of Baseline Data:

As a new SPP indicator, baseline data and targets do not need to be provided until the Annual Performance Report (APR) that is due no later than February 1, 2007. These baseline data must reflect the 2005-06 school year.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1, 2007.
2006 (2006-2007)	As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1, 2007.
2007 (2007-2008)	As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1, 2007.
2008 (2008-2009)	As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1, 2007.
2009 (2009-2010)	As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1, 2007.
2010 (2010-2011)	As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1, 2007.

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Improvement Activities/Timelines/Resources:

California currently does not collect post-school outcome data for **all** students who received special education services. As one part of coordinated secondary transition efforts, the data collection process from the State's model WorkAbility Program will be merged into California Special Education Management Information System (CASEMIS). It is proposed that this phase-in begins during the 2006-07 school year. In addition, the California Department of Education (CDE) will continue to work with the State WorkAbility Advisory Committee to develop programs and secondary transition services to assist students with disabilities in their preparation for the workforce and living independently. CDE staff will continue to meet with other agencies such as DRS and EDD to develop an interagency transition evaluation model. These interagency efforts will

continue through the cycle of the SPP. As mentioned before, one barrier to this type of work has been the FERPA.

This new data collection burden requires that CDE modify the existing data collection system for students with disabilities beyond school. During the 2006-07 school year CASEMIS will include data fields to address this new indicator. LEA's will report these data to CDE through CASEMIS yearly on students who left high school the previous school year. Each Lea will determine the method of data collection (for example, who collects the data: for example – special education teacher, LEA staff, university, contractor, etc.). These data will be used for SPP and APR reporting purposes. Targets will be set during the 2005-06 meetings of the Key Performance Indicator Stakeholder Committee (KPISC). The bi-annual CASEMIS training sessions with SELPAs and LEAs will focus on this SPP indicator. During these training sessions CDE will address strategies to increase response rates. Paid employment will constitute competitive employment. During the 2005-06 school year CDE will work with LEAs and SELPAs to modify exiting data systems and train program staff to maximize the likelihood that reliable and accurate data are reported to CDE.

This new data requirement requires extensive modification to existing data management systems at the state and local levels. During the 2005-06 school year CDE staff will work to modify the CASEMIS software. CDE staff will provide extensive training, software support, and ongoing technical assistance to SELPAs and LEAs during the transition to the new CASEMIS collection.

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IMPROVEMENT ACTIVITIES	TIMELINES	RESOURCES
Finalize new post school follow-up data fields for CASEMIS	Fall 2005	CDE staff, SELPA, LEAs
Modify CASEMIS data table structure to incorporate new data fields and update table codes	Fall 2005	CDE staff
Modify validation codes and develop prototype reports	Spring 2005	CDE staff
Beta-test new CASEMIS software	Summer 2006	CDE staff
Establish benchmarks and target with statewide Key Performance Indicator Stakeholder Committee	March 2006 November 2006	CDE staff, parents, advocates, professional organizations and administrator groups
Official deployment of CASEMIS software	October 2006	CDE staff
Provide ongoing technical assistance to ensure reliable and accurate submission of	Ongoing throughout the year	CDE staff

data		
Provide statewide CASEMIS training for SELPAs	Each year in the fall and sometimes spring	CDE Staff, SELPA, LEAs
Monitoring, Stakeholder Meetings, & Selected Special Projects		
Pursue the development of an integrated database to pro-actively identify upcoming corrective actions across all components of the monitoring system	June 30, 2006	Outside Contractor subject to approval by the Department of Finance, CDE staff
Explore web-based applications for all components of the monitoring system	June 30, 2006	CDE Staff
Collaborate with CDE Program Improvement and Interventions Office to infuse special education indicators into the Academic Performance Survey (APS) and District Assistance Survey (DAS)	October 2005 - June 30, 2010	CDE staff and contractors
Conduct analysis and prepare plans for APRs	July 1, 2005 - June 30, 2011	CDE Staff
Convene Stakeholder Groups including the Least Restrictive Environment (LRE), KPISC, and the IEP Task Force	Semi annually or more frequent when needed	Representatives including administrative, and/or professional organizations, Parent Training Information Center (PTI), parent leader representatives, & CDE staff
Follow up CASEMIS letter related to transition service language data	December 30, 2005	CDE Staff
Provide regionalized training and technical assistance regarding transition services language in the IEP	June 30, 2006 October, November 2005 March, April, May 2006	CDE staff Workability I staff
The Workability I grant procedures utilize transition data to ensure programs include the provision of transition services	November 30, 2005	CDE Staff

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Utilize transition data for the Workability I reapplication funding process.	November 30, 2005	CDE Staff
Utilize statewide community of practice for collaborative efforts related to transition services (DOR, EDD, SILC, parents & consumers)	June 30, 2006	CDE staff
Pursue the development of an integrated database to pro-actively identify upcoming corrective actions across all components of the monitoring system	June 30, 2006	Outside Contractor subject to approval by the Department of Finance

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Part B State Performance Plan (SPP) for 2005-2010

Indicator #15 – General Supervision

An overview of the State Performance Plan (SPP) development is described on pages 3 and 4 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B/General Supervision

Indicator #15 – General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification. (20 U.S.C. 1416 (a)(3)(B)).

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Measurement:

A. Percent of noncompliance related to monitoring priority areas and indicators corrected within one year of identification:

a. Number of findings of noncompliance made related to monitoring priority areas and indicators.
b. Number of corrections completed as soon as possible but in no case later than one year from identification.

Percent = b divided by a times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and/or enforcement that the State has taken.

B. Percent of noncompliance related to areas not included in the above monitoring priority areas and indicators corrected within one year of identification:

a. Number of findings of noncompliance made related to such areas.
b. Number of corrections completed as soon as possible but in no case later than one year from identification.

Percent = b divided by a times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and/or enforcement that the State has taken.

C. Percent of noncompliance identified through other mechanisms (complaints, due process hearings, mediations, etc.) corrected within

one year of identification:

a. Number of agencies in which noncompliance was identified through other mechanisms.
b. Number of findings of noncompliance made.
c. Number of corrections completed as soon as possible but in no case later than one year from identification.

Percent = c divided by b times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and/or enforcement that the State has taken.

Overview of Issue/Description of System or Process:

A. MONITORING PROCESSES

The California Department of Education (CDE) is responsible for ensuring that all children with disabilities, ages 3-21, receive a free appropriate public education (FAPE) in the Least Restrictive Environment (LRE) in accordance with the Individuals with Disabilities Education Act (IDEA). To do this, the CDE administers state and federal funds; provides technical assistance; and monitors school districts, county offices of education (COE), special education local plan areas (SELPA) and other public education agencies.

Quality Assurance Process. Since 1999, the Special Education Division (SED) has used multiple methods to carry out its monitoring responsibilities. These monitoring activities are part of an overall Quality Assurance Process (QAP) designed to ensure that procedural guarantees of the law are followed and that programs and services result in educational benefits.

Special Education Goals and Key Performance Indicators (KPIs). Under IDEA, the CDE is responsible for establishing statewide goals and indicators to be used to measure progress toward those goals. To do this the CDE convened a comprehensive stakeholder group of parents, advocates, special education staff, professional organizations, and administrator groups. This KPI Stakeholder Group established and maintains the system of Key Performance Indicators (KPIs). CDE has developed measures for most of the KPIs using data collected through the California Special Education Management Information System (CASEMIS) and other CDE data related to general education. These measures include such things as the percentage of students who are served in special education, ethnic disproportionality in special education, the percent of time that students are served outside of a regular classroom, graduation and dropout rates, and the percentage of students receiving special education services who score proficient or above on statewide tests of academic achievement.

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The KPI measures are calculated annually at the district level and published on the CDE Web site. The measures are benchmarked, which allows for comparison of scores to a statewide expectation; for capturing the direction of change; and for comparing districts of similar type (elementary, high school, and unified). These KPIs are used in several ways. First, they are used to select districts for monitoring reviews. Both the Facilitated Review process and the Verification Review process use KPIs to identify the pool of possible districts. Second, the KPIs are used in all monitoring reviews to "focus" review activities on those areas in which the district is below the benchmark expectation and has a KPI value lower than the prior year.

Types of Monitoring Reviews. It is important to recognize that CDE uses all of its QAP activities to monitor for procedural compliance and educational benefit. Some are general activities, such as data collection, investigating compliance complaints, and reviewing local plans, that are used to monitor trends and issues. Annual and periodic analysis of the information obtained through these activities is used to identify potential noncompliance and to require correction. For example, CDE uses CASEMIS data to identify districts that are not completing annual reviews of individualized educational programs (IEPs) in a timely way. Periodic review of the number of complaints to a district may prompt a special visit or review. Other monitoring activities are more formalized and result in monitoring reports, corrective action plans, and follow-up monitoring visits. There are four types of these more formal reviews:

1) Facilitated District Reviews. These are three-year reviews of districts with the lowest overall KPIs. These reviews begin with a Verification Review to address procedural noncompliance and proceed with site- and district-based intervention to improve student outcomes and LRE.

2) Verification Reviews (VR). These are conducted annually for districts whose KPIs are lowest in the selection priorities established by the KPI Stakeholder Group. For the past several years these selection priorities have focused on Standardized Testing and Reporting (STAR) testing outcomes for students with disabilities and the percent of students served outside of the regular class less than 20 percent or more than 80 percent of the time. The VR is based on a monitoring plan that is developed from parent input meetings, KPI data, and compliance history information. The four primary review activities are: student record reviews (focusing on procedural compliance, educational benefit, and Individualized Education Program (IEP) implementation); policy and procedure reviews; interviews; and a SELPA governance review. Each VR is customized based on its monitoring plan through the use of CDE-developed monitoring software that generates customized review protocols, compliance reports, and corrective action plans. CDE staff in partnership with district staff conducts VRs.

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3) Special Education Self Reviews (SESR). Roughly a quarter of the districts are required to conduct SESRs each year. Coordinated through the SELPA of which the district is a part, SESR is conducted primarily by district staff using CDE-furnished software and directions. As is done for VR, each district prepares a monitoring plan based on parent input, KPI data, and its compliance history. The monitoring plan is submitted to CDE for review and approval before the actual review begins. CDE has provided SESR software that produces customized forms, compliance reports, and corrective action plans. Again, like the VR, SESR consists of multiple types of record reviews, a review of policies and procedures, and a SELPA governance review. Each district submits the data from their software, through the SELPA to CDE for review evaluation and follow-up.

4) Nonpublic School and Agency reviews. Nonpublic schools and agencies are included in the QAP through various stages of monitoring and evaluation activities. Three of these activities include: (1) self review; (2) on-site review; and (3) follow-up review.

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a. Self-Review. The nonpublic school self review (NPSSR) is one of the several critical components in the QAP. Approximately a third of the certified nonpublic schools are selected for a review each year. This is a new activity required by a recent change in California state law (AB 1858, Statutes of 2004). A standard review instrument is accompanied by a parent survey that is sent to the nonpublic schools participating in the NPSSR. The nonpublic school principal or designee and the local educational agency (LEA) collaborate in completing the document. Nonpublic schools have 45 days to complete the report and return it to CDE.

b. On-Site Review. As required by California state law, on-site reviews are to be conducted once every three years or more frequently if necessary. Nonpublic schools are divided into three sectors in determining the cycle in which the reviews will occur. The degree to which the CDE conducts follow-up reviews is dependent on areas in which the nonpublic school is found in compliance. The CDE involvement does not end until the nonpublic school is fully compliant or when the nonpublic school loses its certification status. Schools scheduled for an on-site review are invited to a training session at the beginning of each school year. Each school receives the evaluation instrument used to conduct the review and is navigated through the process by CDE staff. In addition to administering the evaluation instrument measuring the degree of compliance with state and federal statutes and regulations, an “education benefit” review in included during the visit. The on-site review begins with an entrance meeting, a review of documentation, and observations of teaching and learning when an

emphasis on the implementation of each student's IEP and access to the same standards-base core curriculum used by the school district in which the nonpublic school is located. On conclusion of the review, the monitoring team holds an exit interview with school staff at which time findings are made and plans to remedy any issues of noncompliance are developed. Within 60 days of the review, a written report is issued to the nonpublic school and the contracting local educational agency (LEA). Any LEA items of noncompliance are forwarded to the respective Focused Monitoring and Technical Assistance (FMTA) unit with geographical responsibility that includes LEAs that have students attending the nonpublic school.

c. Follow-up Reviews. CDE monitors the plan to ensure that progress is being made to correct areas of deficiency. This step may include additional follow-up visits to the nonpublic school. CDE staff also provides technical assistance to the nonpublic school and the LEA in this regard.

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Findings, Corrective Action Plans and Follow-up. Each of the formal review processes results in findings of noncompliance at the student and district level. All findings require correction. At the student level the district must provide specified evidence of correction within a 45 day time period. At the district level, the district must provide updated policies and procedures, evidence that the new policies and procedures have been disseminated and, in a six-month follow-up review, the district must demonstrate that no new instances of noncompliance in that area have occurred. CDE has a variety of sanctions available to use in situations in which noncompliance goes uncorrected: for example, special grant conditions, withholding of funds, and court action.

B. NONCOMPLIANCE NOT INCLUDED IN MONITORING PLAN AREAS

The California Department of Education takes a very broad view of the monitoring priority areas. Monitoring software has a comprehensive item table to be drawn for each review. We do not monitor areas not included in the monitoring priorities. As a result, we have not found noncompliance outside of the monitoring priorities.

C. COMPLAINTS, DUE PROCESS AND MEDIATION

Noncompliance may be identified as a result of a complaint investigation. These findings are recorded in a complaints tracking database. CDE staff in each of the FMTA units track the correction of individual findings of noncompliance for each complaint. When sufficient evidence of correction is provided for all of the corrective actions, the complaint is closed and a closure letter is sent to both the district and the complainant(s). A third party contractor conducts due process

hearings and mediations. Due process hearings and mediations result in compliance agreements. Allegation of a failure to implement a compliance agreement results in a complaint investigation and, if confirmed, a finding of noncompliance.

Baseline Data for FFY 2004 (2004-2005):

The priority areas address all noncompliance. Noncompliance data are presented in Tables 15a and 15c.

Table 15a

Noncompliance related to monitoring priorities, 2004-05

Year	Number of noncompliance findings	Number of corrective actions due in 2004-05	Number of corrective actions completed within one year of identification	Percent of corrective actions completed within one year of identification
2003-04	4,142	4,799	4,473	93.21%
2004-05	10,726	0	N/A	N/A

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Table 15c

Noncompliance identified through other mechanisms, 2004-05

Year	Number of Agencies	Number of corrective actions due in 2004-05	Number of corrective actions completed within one year of identification	Percent of corrective actions completed within one year of identification
2004-05	200	1,769	1,563	88.35%

Discussion of Baseline Data:

Noncompliance Related to Monitoring Findings. It is important to note that monitoring reviews are conducted in April, May, and June of the program year. As a result, review findings do not always generate corrective actions that are due in the same fiscal year. For this reason, there are data from two fiscal years in the baseline data. The 2003-04 data are provided to address the corrective actions that were due in the 2004-05 year. The 2004-05 data are provided to address the findings that were made in that year. It is also important to note that

there may be more than one corrective action for each finding of noncompliance. Typically, a single finding of systemic noncompliance includes four corrective actions: provision of compliant policies and procedures, evidence of dissemination of policies and procedures, evidence of training on policies and procedures, and a list of students with parent contact information for CDE staff to use in following up and verifying correction. Each corrective action is tracked separately.

Table 15a, includes a total of 14,868 findings of noncompliance: 4,142 from 2003-04 and 10,726 from 2004-05. This jump in the number of findings is due to the fact that SESRs were reinstated in 2004-05, following a year of redevelopment. As a result, findings of noncompliance are included from an additional 233 LEAs. Of the findings made in 2003-04, there were 4,799 corrective actions due in 2004-05. Of those, 4,473 (93.21 percent) were corrected on time or within one year of identification. None of the findings made in 04-05 have yet reached a date one year from identification.

Of the corrective actions not completed within one year of identification, all have been closed except for those from two districts: Santa Monica-Malibu Unified School District (296 corrective actions) and Reef-Sunset Unified School District (8 corrective actions).

CDE has issued special conditions for both districts to receive federal funds. Both districts must submit evidence of corrective actions for all outstanding noncompliance by December 31, 2005. Failure to do so will result in a hearing and withholding of federal funds.

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Noncompliance Identified Through Other Mechanisms. Table 14c, indicates that there were 200 LEAs who had findings of noncompliance identified through the complaint investigation process. It should be noted that a single complaint may result in more than one corrective action. There were 1,769 corrective actions due in 2004-05. Of those, 1,563 (88.35 percent) were corrected within one year of identification.

Since July 1, 2005, corrective actions have been completed. As of November 1, 2005, there are still 65 corrective actions from 25 agencies being aggressively monitored. Of the 25 agencies, thirteen have received notice of sanction letters.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100 percent of noncompliance will be corrected within one year of identification
2006	100 percent of noncompliance will be corrected within one year of

(2006-2007)	identification
2007 (2007-2008)	100 percent of noncompliance will be corrected within one year of identification
2008 (2008-2009)	100 percent of noncompliance will be corrected within one year of identification
2009 (2009-2010)	100 percent of noncompliance will be corrected within one year of identification
2010 (2010-2011)	100 percent of noncompliance will be corrected within one year of identification

Improvement Activities/Timelines/Resources:

Despite the advances that CDE has made in the last years related to automating its monitoring review systems, tracking correction has continued to be based at the individual staff person's desk. That is, as evidence of correction is provided, staff assigned to those districts review the evidence and makes notations of what has been corrected. Staff then record aggregate information on a centralized database, recounting what is corrected in each reporting period. The database has been volatile and unreliable and staff has been required to reenter counts on more than one occasion. CDE is doing two things to improve staff's ability to anticipate what should be corrected and to record corrections only once. First, the ability to track correction of individual findings and corrective actions is being added to the software for both VRs and SESRs. This functionality will allow the staff person the ability to enter correction once into a database directly linked to the individual findings and corrective actions. Staff will also be able to generate a variety of reports of what has been corrected and when, as well as what is slated for correction in the upcoming weeks and months. Second, the SED has completed the first steps in securing approval for integrating the various databases in the division. This action will enable staff in different units to draw information from each other for planning and following-up on district technical assistance and correction. Further, activity to complete the integrated database is dependent on approval from outside control agencies such as the Department of Finance (DOF).

Several activities are also planned to improve the rates of correction. First, additional staff training and oversight will emphasize the importance of the timeline of correction. Second, correspondence with districts related to monitoring and review will highlight the importance of the timelines along with information about potential sanctions that will be implemented for failure to

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correct in a timely way. The California State Board of Education just adopted (in 2004-05) new regulations clarifying the procedures to be used by the state Superintendent of Public Instruction to withhold funds from LEAs for failure to comply with monitoring and other findings of noncompliance.

IMPROVEMENTACTIVITIES	TIMELINES	RESOURCES
Add a corrective action Correction Module to VR and SESR software to track completed or overdue corrective actions on a daily basis	June 30, 2006	CDE Staff
Provide staff training for corrective actions, timelines, and sanctions. Incorporate notice of potential sanctions in monitoring correspondence	January 2, 2006	CDE Staff
Pursue the development of an integrated database to pro-actively identify upcoming corrective actions across all components of the monitoring system	June 30, 2006	Outside contractor subject to approval by DOF
Explore Web-based applications for all components of the monitoring system	June 30, 2006	CDE Staff
Conduct analysis and prepare plans for Annual Performance Reports (APR)	July 1, 2007-June 30, 2011	CDE Staff

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Part B State Performance Plan (SPP) for 2005-2010

Indicator #16 - Complaints

An overview of the State Performance Plan (SPP) development is described on pages 3 and 4 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B

Indicator #16 – Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

Measurement: See Attachment 1 for additional data.
Percent = (Row 1.1(b)) + (Row 1.1(c)) divided by (Row 1.1) times 100

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Overview of Issue/Description of System or Process:

To guarantee that the needs of special education students are met, the California Department of Education (CDE) responds to complaints as quickly as possible. CDE encourages resolution at the local level and throughout the compliance complaint 60-day timeline. The state-level investigation and final report is completed within 60 days of the receipt of the written complaint, unless an extension is granted due to exceptional circumstances. The complaint investigation final report contains findings of fact, conclusions and reasons for the conclusions, a timeline for resolving the problem including corrective actions as necessary.

Ensuring state and federal laws and regulations are implemented, CDE utilizes a comprehensive interactive data system to collect, monitor, and analyze alleged violations and correction. In addition to the investigators and manager regularly monitoring individual completion of complaint investigations, a designated staff person monitors the timeliness of each complaint investigation. Regularly produced reports document completion of complaint investigations within the 60-day timeline and data are also utilized for focused monitoring and technical assistance.

Baseline Data for FFY 2004 (2004-2005):

Table 16a

Complaints Data for California, 2004-05

(1) Signed, written complaints total	1,248
(1.1) Complaints with reports issued	958
(a) Reports with findings	638
(b) Reports within timeline	475
(c) Reports within extended timelines	24
(1.2) Complaints withdrawn or dismissed	260
(1.3) Complaints pending	30
(a) Complaint pending a due process hearing	0

These baseline data are also provided in section A of Attachment 1.

Discussion of Baseline Data:

Early in 2004-05 year, several veteran complaint investigators left their positions in the complaint investigations unit, thereby increasing complaint caseloads for the remaining investigators. As a result, some final complaint investigation reports were not issued within the required 60 days. In addition to hiring new complaint investigators, CDE remedied this through providing division-wide training to other qualified staff who then conducted investigations under the supervision of regular complaint investigation staff.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100 percent of written complaints resolved within 60-day timeline, including a timeline extended for exceptional circumstances with respect to a particular complaint.
2006 (2006-2007)	100 percent of written complaints resolved within 60-day timeline, including a timeline extended for exceptional circumstances with respect to a particular complaint.
2007	100 percent of written complaints resolved within 60-day timeline,

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(2007-2008)	including a timeline extended for exceptional circumstances with respect to a particular complaint.
2008 **(2008-2009)**	100 percent of written complaints resolved within 60-day timeline, including a timeline extended for exceptional circumstances with respect to a particular complaint.
2009 **(2009-2010)**	100 percent of written complaints resolved within 60-day timeline, including a timeline extended for exceptional circumstances with respect to a particular complaint.
2010 **(2010-2011)**	100 percent of written complaints resolved within 60-day timeline, including a timeline extended for exceptional circumstances with respect to a particular complaint.

Improvement Activities/Timelines/Resources:

IMPROVEMENT ACTIVITIES	TIMELINES	RESOURCES
Continue refinement of final official reports that are timely, clear, and defensible.	June 30, 2006	CDE staff
Conduct outside evaluation of the Division's complaint intake, investigation, and correction monitoring and utilize recommendations as appropriate.	October 31, 2005	Outside contractor
Continue to provide ongoing training for investigators (including other agencies) agencies outside CDE regarding laws and regulations.	June 30, 2006	CDE staff
Continue cross-unit activities of team complaint investigations and other monitoring activities to focus on inter-rater reliability and consistency.	June 30, 2006	CDE staff
Continue and develop ongoing collaboration with CDE legal and other entities outside of CDE for statewide training in addition to internal training including but not limited to, Parent Training Information Centers, Family Empowerment Centers, local educational agencies, Attorney Firms, etc.	June 30, 2006	CDE legal staff Art Cernosia

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Cross branch collaboration with Legal Department and Division	December 30, 2005	CDE staff
Statewide training on IDEA 04.	April 2006	Outside Consultant
Align federal and state codes and regulations	June 30, 2006	CDE staff
Train CDE staff on new laws and regulations	January 2006	CDE staff
Update Master Item Table for SESR and VR process.	December 2005	CDE staff
Disseminate Master Item table to SELPAs with technical assistance	January 30, 2006	CDE staff
Provide technical assistance on new laws to LEAs	June 30, 2006	CDE staff
Collaborate with parent organizations and groups regarding the new federal and state laws and regulations	June 30, 2006	CDE staff
Pursue the development of an integrated database to pro-actively identify upcoming corrective actions across all components of the monitoring system.	June 30, 2006	Outside Contractor subject to approval by the Department of Finance
Explore Web-based applications for all components of the monitoring system.	June 30, 2006	CDE Staff

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Part B State Performance Plan (SPP) for 2005-2010

Indicator #17 Due Process

An overview of the State Performance Plan (SPP) development is described on pages3 and 4 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B

Indicator – Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party. (20 U.S.C. 1416(a)(3)(B))

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Measurement:

Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party is calculated with data from Attachment 1, Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act Complaints, Mediations, Resolution Sessions, and Due Process Hearings using the following calculation:

percent = (3.2(a) + 3.2(b)) divided by (3.2) times 100

Overview of Issue/Description of System or Process:

All procedural safeguards under the Individuals with Disabilities Education Act 2004 (IDEA) shall be established and maintained by each local plan and educational agency that provides education, related services, or both to children who are individuals with exceptional needs. Parents shall be given a copy of their rights and procedural safeguards upon the first occurrence of the filing for a due process hearing.

All requests for a due process hearing shall be filed with the State Superintendent of Public Instruction in accordance with federal regulations. The party, or the attorney representing the party, initiating a due process hearing by filing a written request with the state Superintendent of Public Instruction shall provide the other party to the hearing with a copy of the request at the same time as the request is filed with the state Superintendent of Public Education.

The response to the due process hearing request notice shall be made within ten days of receiving the request notice.

If the party receiving the hearing request notice believes the notice does not sufficiently state the required information, the receiving party must notify the filing party and the hearing officer in writing with in 15-days of receiving the hearing request notice. If such a situation, the hearing officer will determine weather the notice sufficiently state the required information and may grant the filing party opportunity to amend the hearing request. Once the hearing request is filed, the timeline will begin again. The State Superintendent of Public Instruction shall take steps to ensure that within 45- days after receipt of the written hearing request a hearing is conducted in compliance with the federal and state law, culminating in a final administrative decision, including any mediation requested, unless a continuance has been granted by the hearing officer.

Upon receipt by the Superintendent of a written request by the parent or guardian or public education agency, the Superintendent or his or her designee or designees shall immediately notify, in writing, all parties of the request for the hearing and the scheduled date for the hearing. The notice shall advise all parties of all their rights relating to procedural safeguards, as well as a list of persons and organizations within the geographical area that can provide free or reduced cost representation or other assistance in preparing for the due process hearing, including a brief description of qualifications of the services.

The party requesting the due process hearing shall not be allowed to raise issues at the due process hearing that were not raised in the notice filed, unless the other party agrees otherwise.

The state hearing shall be conducted in accordance with regulations adopted by the State Board of Education. The hearing shall be conducted by a person who shall, at a minimum possess knowledge of, and the demonstrate the ability to understand, and apply in accordance with standard legal practice and related state statutes and implementing regulations, the Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.), federal regulations pertaining to the act, and relevant federal and state case law. The State Superintendent of Public Instruction shall establish standards for the training of hearing officers, the degree of specialization of the hearing officers, and the quality control mechanisms to be used to ensure that the hearings are fair and the decisions are accurate.

A due process hearing officer may not be of an employee of the CDE or LEA nor in a position that would compromise the hearing officer’s objectivity in the hearing. The hearing officer shall encourage the parties to a hearing to consider the option of mediation as an alternative to a hearing.

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Any party to the hearing held shall be afforded rights consistent with state and federal statutes and regulations, including:

- The right to counsel with special knowledge relating to individuals with exceptional needs; the right to disclosure of all documents to be used at the hearing.
- The right to present evidence, written arguments, and oral arguments; The right to confront, cross-examine, and compel the attendance of witnesses; the right to electronic records of the proceedings and confidentiality.

The decision of a due process hearing officer shall be made on the substantive issue of whether the child received a free appropriate public education.

If the hearing matter alleged is a procedural violation, a due process hearing officer may find that a child did not receive a free appropriate public education only if the procedural violation:

- Impeded the child's right to a free appropriate public education;
- Significantly impeded the parents' opportunity to participate in the decision making process regarding the provision of a free appropriate public education to the parents' child; or
- Caused a deprivation of educational benefits.

The hearing officer shall produce a written decision of the outcome of the hearing including reasoning relating law and facts to each finding culminating in the final decision. Both the hearing and issuance of the final written decision shall be completed within 45-days of the receipt of the hearing request by the Superintendent, unless an extension has been granted for good cause.

The hearing conducted pursuant to this section of the *Education Code (EC)* shall be the final administrative determination and binding on all parties.

The aggrieved party may appeal the final decision in state or federal court. A party may file a request with in the three-year statute of limitations provision in California *EC* until October 9, 2006, at which time the statute of limitations becomes two years. The statute of limitations does not apply if:
(1) Specific misrepresentations by the local educational agency that it had solved the problem forming the basis of the due process hearing request.
(2) The local educational agency's withholding of information from the parent that was required to be provided to the parent.

Baseline Data for FFY 2004 (2004-2005):

100 percent of fully adjudicated due process hearing requests were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

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Percent is calculated with data from Attachment 1, Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act Complaints, Mediations, Resolution Sessions, and Due Process Hearings using the following calculation:

percent = (3.2(a) + 3.2(b)) divided by (3.2) times 100
= [(5+81)/86]•100
= 100

Discussion of Baseline Data:

These baseline data do not require an explanation.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100 percent of due process hearing requests will be fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
2006 (2006-2007)	100 percent of due process hearing requests will be fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
2007 (2007-2008)	100 percent of due process hearing requests will be fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
2008 (2008-2009)	100 percent of due process hearing requests will be fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
2009 (2009-2010)	100 percent of due process hearing requests will be fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
2010 (2010-2011)	100 percent of due process hearing requests will be fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

Improvement Activities/Timelines/Resources:

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IMPROVEMENT ACTIVITIES	TIMELINES	RESOURCES
Hearing officers will receive training regarding IDEA, *Education Code* Section 56000 et. seq., and related regulations. Trainings will be designed to ensure that all hearing officers meet the minimum training standards specified by law.	Ongoing basis	CDE Staff Outside contractors
Hearing officers will receive global skills training.	Annually	Outside contractors
It will be determined when hearing officers have a working knowledge of the laws and regulations governing services to students who qualify for services under IDEA and related California laws and regulations, and the programmatic aspects of special education, services, and supports.	Ongoing basis	Office of Administrative Hearing (OAH) staff
Only hearing officers who have the level of expertise specified in the proposed regulations will be assigned mediation and hearing duties. Such monitoring activities will be provided on an ongoing basis by knowledgeable senior staff.	Ongoing basis	OAH senior staff
Data will be gathered pertaining to due process hearings to ensure that all due process hearing requests are fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party. Such data will include the following items: 1) number of hearing requests total; 2) number of resolution sessions conducted; 3) number of settlement agreements; 4) number of hearings held (fully adjudicated); 5) Number of decisions within timeline; 6) number of decisions within extended timeline; 7) number of decisions issued after timelines and extension expired;8) number of hearings pending; 9) number of expedited hearings; and 10) number of hearing request cases	Ongoing	OAH staff

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resolved without a hearing. Regarding expedited hearing requests (related to disciplinary decision), the following data will be collected: 1) number of expedited hearing requests total; 2) number of resolution sessions; number of settlement agreements; number of expedited hearings (fully adjudicated); and number of change of placement ordered.		

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Part B State Performance Plan (SPP) for 2005-2010

Indicator #18 Hearing Requests

An overview of the State Performance Plan (SPP) development is described on pages 3 and 4 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B

Indicator #18– Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements. (20 U.S.C. 1416(a)(3(B))

Measurement:

Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements. See Attachment 1

Percent is calculated with data from Attachment 1, Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act Complaints, Mediations, Resolution Sessions, and Due Process Hearings . Data from cell 3.1(a) is divided by cell (3.1) and the total is multiplied by 100 to obtain the percent.

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Overview of Issue/Description of System or Process:

Prior to a party invoking his or her right to an impartial due process hearing, the local educational agency shall convene a resolution session, which is a meeting between the parents and the relevant member or members of the individualized education program team who have specific knowledge of the facts identified in the due process hearing request, in accordance with federal law (*Education Code (EC)* Section 56501.5(a))

The meeting shall be convened within 15 days of receiving notice of the parents' due process hearing request (*EC* 56501.5(a)(1)). The meeting shall include a representative of the local educational agency who has decision-making authority on behalf of the agency (*EC* 56501.5(a)(2)). The meeting shall not include an attorney of the local educational agency, unless the parent is accompanied by an attorney (*EC* 56501.5(a)(3)). At the meeting, the parents of the child may discuss their due process hearing issue and the facts that form the basis of the due process hearing request, and the local educational agency shall be provided the opportunity to resolve the matter (*EC* 56501.5(a)(4)).

The resolution session described above is not required if the parents and the local educational agency agree in writing to waive the meeting, or agree to use

mediation (*EC* 56501.5(b)). If the local educational agency has not resolved the due process hearing issue to the satisfaction of the parents within 30 days of the receipt of the due process hearing request notice, the due process hearing may occur, and all of the applicable timelines for a due process hearing shall commence (*EC* 56501.5(c)).

In the case that a resolution is reached to resolve the due process hearing issue at a meeting described above, the parties shall execute a legally binding agreement that is both of the following: (1) signed by both the parent and a representative of the local educational agency who has the authority to bind the agency; and (2) enforceable in any state court of competent jurisdiction or in a federal district court of the United States. If the parties execute an agreement, a party may void the agreement within three business days of the agreement's execution (*EC* 56501.5(d)(1)-(2)).

Baseline Data for FFY 2004 (2004-2005):

Prior to the 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA), the California Department of Education (CDE) was not required to gather data specific to resolution sessions.

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Discussion of Baseline Data:

These baseline data do not require an explanation.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100 percent of resolution sessions shall be conducted within 15 days of receiving notice of the parents' complaint.
2006 (2006-2007)	100 percent of resolution sessions shall be conducted within 15 days of receiving notice of the parents' complaint.
2007 (2007-2008)	100 percent of resolution sessions shall be conducted within 15 days of receiving notice of the parents' complaint.
2008 (2008-2009)	100 percent of resolution sessions shall be conducted within 15 days of receiving notice of the parents' complaint.
2009 (2009-2010)	100 percent of resolution sessions shall be conducted within 15 days of receiving notice of the parents' complaint.

2010 (2010-2011)	100 percent of resolution sessions shall be conducted within 15 days of receiving notice of the parents' complaint.

Improvement Activities/Timelines/Resources:

IMPROVEMENT ACTIVITIES	TIMELINES	RESOURCES
Data will be collected pertaining to (1) the number of resolution sessions held; (2) whether the sessions were conducted within the 15-day timeline; (3) the results of the resolution sessions within the 30-day timeline.	Ongoing	Special Education Division staff
The form for requesting a due process hearing will be amended to track the following items: (1) whether a resolution session was held before a request for due processing hearing was completed; (2) whether the session was conducted within the 15-day timeline; (3) confirmation that the complaint was not resolved to the satisfaction of the parents within the 30-day timeline; (4) whether the parents and local educational agency agreed in writing to waive the resolution session.	January 2006	Office of Administrative Hearing staff

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Part B State Performance Plan (SPP) for 2005-2010

Indicator #19- Mediation

An overview of the State Performance Plan (SPP) development is described on pages 3 and 4 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B

Indicator #19 – Percent of mediations held that resulted in mediation agreements. (20 U.S.C. 1416(a)(3)(B)).

Measurement:

Percent of mediations that resulted in mediation agreements.

Percent is calculated with data from Attachment 1, Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act Complaints, Mediations, Resolution Sessions, and Due Process Hearings using the following calculation:

percent = (2.1(a)(i) + 2.1(b)(i)) divided by (2.1) times 100

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Overview of Issue/Description of System or Process:

It is the intent of the California Legislature that parties to special education disputes be encouraged to seek resolution through mediation prior to filing a request for a due process hearing. It is also the intent of the Legislature that these voluntary prehearing request mediation conferences be an informal process conducted in a nonadversarial atmosphere to resolve issues relating to the identification, assessment, or educational placement of the child or the provision of a free appropriate public education to the child, to the satisfaction of both parties. Therefore, attorneys or other independent contractors used to provide legal advocacy services may not attend or otherwise participate in the prehearing request mediation conferences (*Education Code (EC)* Section 56500.3(a)). This does not preclude the parent or the public education agency from being accompanied and advised by non-attorney representatives in the mediation conferences and consulting with an attorney prior to or following a mediation conference (*EC* Section 56500.3(b)).

Requesting or participating in a mediation conference is not a prerequisite to requesting a due process hearing (*EC* Section 56500.3(c)). All requests for a mediation conference shall be filed with the Superintendent. The party initiating a

mediation conference by filing a written request with the Superintendent shall provide the other party to the mediation with a copy of the request at the same time the request is filed with the Superintendent. The mediation conference shall be conducted by a person knowledgeable in the process of reconciling differences in a nonadversarial manner and under contract with the department. The mediator shall be knowledgeable in the laws and regulations governing special education (*EC* Section 56500.3(d)).

The prehearing mediation conference shall be scheduled within 15 days of receipt by the Superintendent of the request for mediation. The mediation conference shall be completed within 30 days after receipt of the request for mediation unless both parties to the prehearing mediation conference agree to extend the time for completing the mediation. Pursuant to federal law, and to encourage the use of mediation, the state shall bear the cost of the mediation process, including any meetings described in subsection (d) of Section 300.506 of Title 34 of the Code of Federal Regulations. The costs of mediation shall be included in the contract described in *EC* Section 56504.5 (*EC* Section 56500.3(e)).

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In accordance with federal law, if a resolution is reached that resolves the due process issue through the mediation process, the parties shall execute a legally binding written agreement that sets forth the resolution and that does the following: (1) states that all discussions that occurred during the mediation process shall be confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding; (2) is signed by both the parent and the representative of the public education agency who has the authority to bind the agency; (3) is enforceable in any state court of competent jurisdiction or in a federal district court of the United States (*EC* Section 56500.3(f)(1)-(3)).

If the mediation conference fails to resolve the issues to the satisfaction of all parties, the party who requested the mediation conference has the option of filing for a state-level hearing. The mediator may assist the parties in specifying any unresolved issues to be included in the hearing request (*EC* Section 56500.3(g)).

Any mediation conference held pursuant to this section shall be scheduled in a timely manner and shall be held at a time and place reasonably convenient to the parties to the dispute in accordance with federal law.

The mediation conference shall be conducted in accordance with regulations adopted by the board (*EC* Section 56500.3(i)). Notwithstanding any procedure set forth in this code, a public education agency and a parent may, if the party initiating the mediation conference so chooses, meet informally to resolve any issue or issues to the satisfaction of both parties prior to the mediation conference (*EC* Section 56500.3(j)). The procedures and rights contained in this

section shall be included in the notice of parent rights attached to the pupil's assessment plan (*EC* Section 56500.3(k)).

Baseline Data for FFY 2004 (2004-05):

Fifty four and six-tenths percent of mediations resulted in mediation agreements.

Percent is calculated with data from Attachment 1, Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act Complaints, Mediations, Resolution Sessions, and Due Process Hearings using the following calculation:

percent = (2.1(a)(i) + 2.1(b)(i)) divided by (2.1) times 100
= (1,819 + 219)/ (2)

Discussion of Baseline Data:

These baseline data do not require an explanation.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100 percent of mediation conferences shall be completed within 30 days after receipt of the request for mediation unless both parties to the prehearing mediation conference agree to extend the time for completing the mediation.
2006 (2006-2007)	100 percent of mediation conferences shall be completed within 30 days after receipt of the request for mediation unless both parties to the prehearing mediation conference agree to extend the time for completing the mediation
2007 (2007-2008)	100 percent of mediation conferences shall be completed within 30 days after receipt of the request for mediation unless both parties to the prehearing mediation conference agree to extend the time for completing the mediation
2008 (2008-2009)	100 percent of mediation conferences shall be completed within 30 days after receipt of the request for mediation unless both parties to the prehearing mediation conference agree to extend the time for completing the mediation
2009 (2009-2010)	100 percent of mediation conferences shall be completed within 30 days after receipt of the request for mediation unless both parties to the prehearing mediation conference agree to extend the time

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	for completing the mediation
2010 **(2010-2011)**	100 percent of mediation conferences shall be completed within 30 days after receipt of the request for mediation unless both parties to the prehearing mediation conference agree to extend the time for completing the mediation

Improvement Activities/Timelines/Resources:

IMPROVEMENT ACTIVITIES	TIMELINES	RESOURCES
With stakeholder input and in coordination with CDE, mediators will receive 80 hours of specialized training annually in special education law and issues, mediation techniques, prehearing processes, and current pedagogical issues.	Annually	CDE staff Outside contractors
Annual training will address consistency in procedures and practices.	Annually	Outside contractors
Mediators will receive training that addresses the global competencies for all adjudicative proceedings. This global skills training will address such topics as the dynamics of mediation, listening and communication skills, interest-based mediation, techniques to avoid impasse, and writing clear and complete mediation agreements.	Annually	Outside contractors
Data pertaining to mediations will be collected, including such data as the 1) number of mediation requests total; 2) number of mediations not related to hearing requests; 3) number of mediations related to hearing requests; 4) number of mediation agreements not related to hearing requests; 5) number of mediation agreements related to hearing requests; and 6) number of mediations pending.	Ongoing	Office of Administrative Hearing staff

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Part B State Performance Plan (SPP) for 2005-2010

Indicator #20 – State-reported Data

An overview of the State Performance Plan (SPP) development is described on pages 3 and 4.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B/General Supervision

Indicator #20 – State-reported data (618 and State Performance Plan and Annual Performance Plan Report) are timely and accurate. (20 U.S.C. 1416(a)(3)(B)).

Measurement:
The percentage of special education local plan areas (SELPA) submitting accurate data in a timely manner.

The percentage of Federal reports submitted on time with accurate data.

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Overview of Issue/Description of System or Process:

Accurate and timely data are ensured through a variety of mechanisms including bi-annual statewide California Special Education Management Information System (CASEMIS) meetings, data verification routines built into statewide software provided by the California Department of Education (CDE), and technical assistance. Accurate 618 data are also ensured through the federal Office of Special Education Programs (OSEP) data validation process. During 2004-05, CDE hosted four technical assistance meetings throughout the state, focusing on accurate and timely data reporting. The California data collection procedures require local educational agencies (LEA) to submit data to the State by prescribed deadlines. These deadlines are delineated in the CASEMIS Users Manual provided to LEAs through the CDE Web site well in advance.

In addition, LEAs must certify that student-level data meet state and federal criteria for accuracy prior to submitting to the CDE. The criteria are listed in Chapter V of the CASEMIS Users Manual.

Baseline Data for FFY 2004 (2004-2005):

One hundred percent of SELPAs submitted accurate data to CDE in a timely manner in 2004-05. In 2003-04 this figure was 99 percent. In 2002-03 this figure was 98 percent. Increasing the number of SELPAs submitting timely and accurate data is a key element of the CASEMIS data submission process.

During the 2004-05 school year, all federal reports were submitted to OSEP on or before the deadline.

Discussion of Baseline Data:

Data for the baseline measure capturing the percentage of SELPAs submitting accurate data in a timely manner was also reported in the last two Annual Performance Report (APR) reporting cycles (FFY 03 and FFY 04).

Data for the baseline measure capturing the percent of federal reports submitted by CDE to OSEP on time is a new measure for this indicator.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100 percent of the SELPAs will submit accurate data to CDE in a timely manner. Continue submitting 100 percent of all Federal reports on time.
2006 (2006-2007)	100 percent of the SELPAs will submit accurate data to CDE in a timely manner. Continue submitting 100 percent of all Federal reports on time.
2007 (2007-2008)	100 percent of the SELPAs will submit accurate data to CDE in a timely manner. Continue submitting 100 percent of all Federal reports on time.
2008 (2008-2009)	100 percent of the SELPAs will submit accurate data to the CDE in a timely manner. Continue submitting 100 percent of all Federal reports on time.
2009 (2009-2010)	100 percent of the SELPAs will submit accurate data to CDE in a timely manner. Continue submitting 100 percent of all Federal reports on time.
2010 (2010-2011)	100 percent of the SELPAs will submit accurate data to CDE in a timely manner.

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	Continue submitting 100 percent of all Federal reports on time.

Improvement Activities/Timelines/Resources:

Future activities include continuing with at least bi-annual training sessions (October 2006) with SELPAs and LEAs, improving data collection software, and providing technical assistance. In addition, the Special Education Division will continue to participate in statewide discussions to create a statewide student-level data system for all students in California.

The new data requirements of the SPP require extensive modification to existing data management systems at the state and local levels. During the 2005-06 school year CDE staff will work to modify the CASEMIS software. CDE staff will provide extensive training, software support, and ongoing technical assistance to SELPAs and LEAs during the transition to the new CASEMIS collection. The combination of beta testing, built-in validation, and extensive training will ensure that accurate and reliable data are submitted.

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IMPROVEMENTACTIVITIES	TIMELINES	RESOURCES
Provide statewide CASEMIS training for SELPAs	October 21, 2005 October 28, 2005	CDE Staff, SELPA, LEAs
Finalize new data fields for CASEMIS	Fall 2005	CDE staff, SELPA, LEAs
Modify CASEMIS data table structure to incorporate new data fields and update table codes.	Fall 2005	CDE staff
Modify validation codes and develop prototype reports.	Spring 2006	CDE staff
Beta-test new CASEMIS software	Summer 2006	CDE staff
Deploy official of CASEMIS software.	October 2006	CDE staff
Provide ongoing technical assistance to ensure reliable and accurate submission of data.	Ongoing throughout the year	CDE staff
Provide statewide CASEMIS training for SELPAs	Each year in the fall and sometimes in the spring	CDE Staff, SELPA, LEAs

Attachment 1: Report of dispute resolution under part B of the Individuals with Disabilities Education Act

Complaints, Mediations, Resolution Sessions, and Due Process Hearings

SECTION A: Signed, written complaints	
(1) Signed, written complaints total	1,248
(1.1) Complaints with reports issued	958
(a) Reports with findings	638
(b) Reports within timeline	475
(c) Reports within extended timelines	24
(1.2) Complaints withdrawn or dismissed	260
(1.3) Complaints pending	30
(a) Complaint pending a due process hearing	0

SECTION B: Mediation requests	
(2) Mediation requests total	3,730i
(2.1) Mediations	
(a) Mediations related to due process	2,146ii
(i) Mediation agreements	1,819
(b) Mediations not related to due process	272iii
(i) Mediation agreements	219
(2.2) Mediations not held (including pending)	185

SECTION C: Hearing requests	
(3) Hearing requests total	3,306
(3.1) Resolution sessions	0
(a) Settlement agreements	0
(3.2) Hearings (fully adjudicated)	86
(a) Decisions within timeline	5
(b) Decisions within extended timeline	81

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(3.3) Resolved without a hearing	1,938iv

SECTION D: Expedited hearing requests (related to disciplinary decision)	
(4) Expedited hearing requests total	143
(4.1) Resolution sessions	0
(a) Settlement agreements	0
(4.2) Expedited hearings (fully adjudicated)	5
(a) Change of placement ordered	1

i. 3,306 requests for mediation and due process,- 33 waivers of mediation, plus 457 requests for mediation only.

ii. Of the 2,146 mediations related to due process, 1,819 resulted in mediation agreements. The remaining 327 cases did not result in a final agreement and consisted of “No Agreement”, “interim Agreement”, or were withdrawn after mediation.

iii. Of the 2,146 mediations not related to due process, 219 resulted in mediation agreements. The remaining 53 cases did not result in a final agreement and consisted of “No Agreement”, “interim Agreement”, or were withdrawn after mediation.

iv.1,938 of the 3,306 matters filed in FY 04-05 resolved w/o a hearing and 86 were fully adjudicated. The remaining 1,282 cases remained open as of June 30, 2005, and had not resolved within that fiscal year.

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ITEM # 13

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2005 AGENDA

SUBJECT	
Reading First: Definition for Significant Progress	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve a measurement definition for "significant progress" for Reading First local educational agencies (LEAs). A measure of significant progress will be applied to districts to determine whether they will continue to receive funding for the remainder of the grant period. Those districts that do not meet the standard for significant progress will not be recommended for additional funding. This measure will be invoked after districts receive their fourth year of funding.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

On August 23, 2002, the U.S. Department of Education approved California's Reading First Plan. The SBE is designated as the state educational agency (SEA) for the program.

The SEA responsibilities are delineated in Exhibit XIII of the plan. The SBE is assigned the responsibility to "approve the definition of what constitutes 'making significant progress' for the LEAs annual benchmark on student achievement."

SUMMARY OF KEY ISSUES

The Reading First Reading and Literacy Partnership Team convened a subgroup on October 14, 2005, to achieve consensus in recommending a single option for measuring significant progress. The subgroup agreed upon using the Reading First Achievement Index score as a measure for significant progress

This recommendation was brought before the Reading First Reading and Literacy Partnership Team on October 19, 2005. The proposal was unanimously agreed upon by the members present as constituting an appropriate recommendation to the SBE.

FISCAL ANALYSIS (AS APPROPRIATE)

A measure of significant progress will be applied to districts to determine whether they will continue to receive funding for the remainder of the grant period following their fourth year of funding. Those districts that do not meet the standard for significant progress will not be recommended for additional funding. These funds will become available for use in the Reading First program.

ATTACHMENT(S)

Attachment 1: The Reading First Reading and Literacy Partnership Team's recommendation for Significant Progress (1 Page)

Attachment 2: Reading First Achievement Index (1 Page)

The Reading First Reading and Literacy Partnership Team's Recommendation for Significant Progress

Using the Reading First Achievement Index (RFAI) score for the targeted Round 1 of local educational agencies (LEAs) (i.e., Round 1 in 2005, Round 2 in 2006, and Round 3 in 2007), the LEA cut-point for determining "significant progress" will remove from Reading First those LEAs in which fewer than half of the LEA's schools are one standard deviation below the Round's mean. LEA's schools that are below this cut-point will have fallen short of making "significant progress."

Using current scores to illustrate the above proposal, we find that for Round 1, Year 3, which includes 13 LEAs, the 2005 RFAI mean score is 39.8; and the standard deviation is 7.9. The cut-point of one standard deviation below the 2005 Round 1 mean is a school mean of 31.9 and below.

Based on the results of the 2005 RFAI for Round 1 LEAs, 2 out of 13 districts have not made "significant progress."

Reading First Achievement Index

The Reading First Achievement Index (RFAI) is a single score describing the achievement for Reading First schools. It is a calculation utilizing three test instruments. Each test provides the percentage of students reaching benchmark.

The RFAI consists of the following:

60 percent Standardized Testing and Reporting Program (STAR) California Standards Tests for English/Language Arts, utilizing the scores of grades two and three in equal proportion

10 percent STAR California Achievement Test/6 (CAT/6) Tests for Reading, Language, and Spelling, grade three, consisting of the following weight:

- 6 percent Reading
- 2 percent Language
- 2 percent Spelling

30 percent California Technical Assistance Center (C-TAC) End-of-Year Assessment Tests. All grades kindergarten through grade three participate in this portion of the calculation in the following proportions:

- 5 percent kindergarten, utilizing 7 subtests
- 10 percent grade 1, Oral Fluency
- 10 percent grade 2, Oral Fluency
- 5 percent grade 3, Oral Fluency

The resulting single score represents a weighting of 45 percent for grade three, 40 percent for grade two, 10 percent for grade one, and 5 percent for kindergarten.

The 2005 RFAI Round 1 results reveal the participation of 323 schools. The average score is 39.8 (the minimum was 13.7 and the maximum was 69.8). The standard deviation was 7.9. A score of 31.9 represents one standard deviation below the mean.

ITEM # 14

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2005 AGENDA

SUBJECT	
No Child Left Behind Act of 2001: Update including, but not limited to, 2005-06 Program Improvement status for schools and local educational agencies, September 2005 Title III monitoring visit by United States Department of Education, and Title I monitoring visit follow-up	☒ 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

None.

SUMMARY OF KEY ISSUES

2005-06 Program Improvement (PI) status of schools and local educational agencies (LEAs)

On September 20, 2005, California Department of Education (CDE) released the confirmed list of 2005-06 PI schools and LEAs.

Schools enter Program Improvement if they fail to make AYP for two consecutive years in the same content area (English-language arts or mathematics) or by the same indicators (Academic Performance Index or graduation rate). Once identified as being in PI, a school continues in PI with new sanctions added for each year it does not make AYP. Schools that do make AYP are retained at the same status as the previous year. .

The following chart illustrates the 2005-06 status of the 1,722 schools in PI out of a total of 5,887 Title I schools in California:

2005-06 Status	New status as of 2005-06	Retained 2004-05 status	Total
Year 1	320	94	414
Year 2	480	65	545
Year 3	390	19	409
Year 4	137	18	155
Year 5	239	10	249
Total	1,566	206	1,772

SUMMARY OF KEY ISSUES

The criteria for identifying LEAs (districts, and county offices of education) as PI were revised at the March 2005 State Board of Education (SBE) meeting as a result of the September 2004 Title I monitoring visit by the United States Department of Education (ED) as follows:

- If the LEA, based on the aggregation of all student scores, did not make Adequate Yearly Progress (AYP) in the same content area (i.e., English-language arts or math) for two consecutive years; and

- If the disaggregation of the LEA's results by grade span (grades two through five, grades six through eight, and grade ten) resulted in each grade span not making AYP in the same content area in those two years.

The revised criteria resulted in the identification of 142 districts at that time. However, by special agreement with ED, the 2005-06 school year is considered the first year of PI for these districts. On September 20, 2005, an additional seven districts and three county offices of education were identified for PI. One district was subsequently removed on appeal. The revised LEA Plan Addenda for these ten newly identified LEAs must be submitted to the CDE by January 20, 2006.

Two things that had significant impact on PI identification for this year were the one-year federal flexibility granted for students with disabilities (SWD) and safe harbor. By adding 20 percentage points to the percent proficient in the SWD subgroup for schools and districts who did not make AYP (based solely on the performance of this subgroup), 105 LEAs and 128 schools met their AYP goals that otherwise would not have.

Over 450 schools and nearly 60 LEAs benefited from safe harbor this year, meaning their overall AYP went from a "No" to a "Yes." Safe harbor is met if ten percent fewer students score below proficient.

Title III monitoring visit by ED

The Office of English Language Acquisition, Language Enhancement and Academic Achievement for Limited English Proficient students (OELA) of ED conducted a program specific review of the State's implementation of Title III requirements during the week of September 26-30, 2005. The Language Policy and Leadership Office staff and Veronica Aguila, Administrator, coordinated the visit.

An entry interview was held on Monday, September 26, 2005, and Tuesday, September 27, 2005. Sue Stickel, Deputy Superintendent of Curriculum, welcomed the OELA team and CDE representatives from various offices that are involved in working with English learners. Kathleen Leos, Assistant Deputy Secretary and Director of OELA, gave a brief overview of the purpose of the visit and then met with Sue Stickel and State Board Member Joe Nuñez.

The OELA team interviewed various CDE representatives to monitor Title III implementation including assessment, accountability, budget, data collection, and program implementation. The team visited four of the largest Title III funded districts: Fresno, Sacramento, Los

SUMMARY OF KEY ISSUES

Angeles, and Santa Ana. An exit interview was held on Friday, September 30, 2005. The ED staff indicated a written report will be sent to the CDE in 60 days.

Follow-up to Title I monitoring visit by ED

A review team from ED met with CDE staff on August 24, 2005, to conduct follow up interviews regarding the findings from the Title I monitoring visit that took place in September 2004. The original report of findings was received in December 2004 and the Board took action at the January and March 2005 meetings in response to those findings.

The attached document is an excerpt which identifies only those issues that require further action to resolve all findings.

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FISCAL ANALYSIS (AS APPROPRIATE)

Any State or LEA that does not abide by the mandates and provisions of NCLB is at risk of losing federal funding.

ATTACHMENT(S)

Attachment 1 – California Department of Education, Status of Correction Actions Required from September 2004 Onsite Review by the U.S. Department of Education (3 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

Status of Corrective Actions Required from September 2004 Onsite Review by the U.S. Department of Education

Instructional Support

INDICATOR NUMBER AND FINDING	FURTHER ACTION REQUIRED	ACTION RESOLVED		FOLLOW-UP ACTION TO BE RESOLVED	ISSUE RESOLVED	
		YES	NO		Yes	No
2.4 Finding: The CDE has not ensured that its LEAs and schools actively involve parents in developing parental involvement policies and school-parent compacts. The LEAs interviewed by the ED team had parental involvement policies, guidelines, and structures to oversee parental involvement activities, but schools visited in some of the LEAs did not actively involve parents in developing school-level parental involvement policies and school-parent compacts. Instead, these schools used a parental involvement policy and school-parent compact created by the LEA.	Further Action Required: The CDE must provide ED with documentation that all schools receiving Title I funds have been informed that they must establish a written parental involvement policy and school-parent compact with the parents of students attending their school. Further, the CDE must provide ED with a representative sample of such policies and compacts that have been developed consistent with the requirements in section 1118 (b) and (d) of ESEA.		x	The CDE has provided technical assistance to LEAs through publications, conferences, regional parent/family involvement trainings, and postings on CDE's website regarding the requirement of written parental involvement policies and compacts. However, certain of the representative sample of polices submitted to ED by CDE on July 1, 2005, do not meet the requirements of section 1118 and in many cases are policies developed prior to the enactment of NCLB. For example, the Los Angeles Unified School District's (LAUSD) Parent Involvement Policy was approved on September 10, 1996, and refers to the previous requirements under Improving America's School Act (IASA) and Goals 2000. There is no evidence that CDE has collected and reviewed district and school policies. The CDE must collect and review parent involvement policies for all LEA's that have been identified for improvement to determine that these LEA's have in place parent involvement policies that are current and meet the requirements of section 1118 of the ESEA. The CDE must collect and review a representative sample of parent policies and compacts from Title I schools in LEA's identified for improvement to determine that such policies are current and meet the requirements of section 1118. Further, the CDE must provide technical assistance to the LAUSD in revising its district parent policy to reflect the requirements of section 1118 of ESEA and submit a copy of LAUSD's revised policy to ED within 60 days.		

2.6 Finding: The CDE provided evidence that it had notified all LEAs of school and/or LEA identification for improvement, corrective action, or restructuring on August 30, 2004. However, interviews with LEA staff reveal that in one or more LEAs district staff have not yet notified schools that they are identified for year one of Program Improvement (PI) and informed them of required actions related to that status. As a result, parents of children who attend those schools have not been notified regarding the identification of those schools and their public school choice option.	**Further Action Required:** The CDE must ensure that its LEAs inform year one PI schools of their status immediately. ED requires that the CDE provide evidence that parents of eligible students have been notified of their school choice options, as required, by submitting a copy of one letter sent to parents in each of the year one PI schools from the three districts visited by the ED team.		X	In many cases, the sample letters provided to ED by CDE on July 1 had January and February 2005 dates, far too late into the school year to notify parents about choice options. To verify that the LEAs are informing year one program improvement schools in a timely manner for the 2005-2006 school year, CDE must submit to ED a copy of a letter sent to parents in one program improvement school for each of the following school districts: Los Angeles Unified, Oakland Unified, and Sacramento City Unified.		

Fiduciary Responsibilities

INDICATOR NUMBER AND FINDING	FURTHER ACTION REQUIRED	ACTION RESOLVED		FOLLOW-UP ACTION TO BE RESOLVED	ISSUE RESOLVED	
		YES	NO		Yes	No
Indicator 3.4 - The SEA ensures that the LEA complies with the comparability provisions of Title I. **Finding:** The CDE has not ensured that LEAs in the State have complied with the comparability requirement of Title I. The CDE issued a directive to LEAs outlining instructions for determining whether Title I schools receive State and local resources that are comparable to those received by non-Title I schools. In visits with LAUSD, OUSD, and SCUSD, however, the ED team found that those LEAs have neither completed the calculations needed to meet the comparability requirements of Title I, nor submitted this information to the CDE. Discussions with staff at CDE indicate that the CDE has not directly monitored its LEAs at least once every two years to review comparability calculations to ensure that they meet these requirements. The CDE indicated that the State has relied on A-133 audits to determine whether LEAs have met the comparability requirements.	As a requirement for receiving Title I, Part A funds, school districts must ensure that their Title I and non-Title I schools are comparable each year. The CDE must develop procedures for ensuring that its LEAs perform the necessary annual calculations to determine that services provided with State and local funds in Title I schools are comparable to non-Title I schools. The CDE must provide to ED a plan that shows how it will ensure that all of its LEAs comply with the comparability requirements at least once every two years. In addition, the CDE must provide the ED team with current year comparability calculations for LAUSD, OUSD and SCUSD.		x	CDE has established procedures for ensuring comparability annually in districts statewide that consists of a ten-step process. CDE receives district-reported data in the fall of each year, and calculates comparability for each district based on those data. CDE then informs any districts that are not comparable of the results of their analysis, and requests updated information or evidence that 'appropriate actions' have been taken by the districts to ensure comparability. CDE requires that districts take such appropriate action by the end of the first semester of the year following that in which the data were reported and the calculations were run. The process proposed by CDE does not require districts to ensure full comparability until halfway through the year after the data is provided and the initial comparability calculations are run. **This issue remains unresolved pending continued discussions between U. S. Department of Education and CDE staff.**		
Indicator 3.5 - The SEA ensures that LEAs provide Title I services to eligible children attending private schools. **Finding:** The LAUSD is assessing individual participants rather than assessing the effectiveness of Title I programs toward meeting agreed upon standards. Though LAUSD has consulted with private school officials in determining how individual students will be academically assessed, LAUSD has not determined with private school officials how the Title I program at each school will be assessed and the annual progress each program must meet.	The CDE must ensure that the LAUSD consults with private school officials to determine how the results of academic assessments of the Title I programs will be used to improve services to private school children. The CDE must also ensure that LAUSD annually assesses the progress of the Title I programs toward enabling private school Title I participants based on agreed-upon standards and the annual progress each program must meet. The CDE must provide the ED team with documentation that LAUSD has fulfilled these requirements.		x	CDE has developed a process for establishing a consultation process to be utilized statewide by districts and private school officials to develop an evaluation plan to determine the effectiveness of the Title I program serving eligible students in Title I schools. CDE provided ED with both a form ("Non-Profit Private School Consultation Agenda") and a description of implementation steps for districts to utilize in this process. Once approved, CDE will begin to work with LAUSD on implementation, and will then require all other districts in the State to implement this process. CDE must provide evidence that it has incorporated the feedback/edits provided by ED, and begun implementation of this process in LAUSD.		

ITEM # 15

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2005 AGENDA

SUBJECT	
Highly Qualified Teachers and Improving Teacher Quality State Grants, Elementary and Secondary Education Act, Title II, Part A: Response to the U.S. Department of Education Monitoring Report	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the response to the Monitoring Report for Highly Qualified Teachers and Improving Teacher Quality State Grants: Elementary and Secondary Education Act (ESEA) Title II, Part A. The written response will be coordinated with the California Commission on Teacher Credentialing and will be presented in a last minute memorandum.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

On July 6, 2005, the Professional Development and Curriculum Support Division Director reported on a very successful monitoring visit. The CDE received commendations for the Teacher Resource Guide (which was held out as a model for the country) and for the openness and honesty with which California approached the challenge of ensuring that every teacher is highly qualified. The federal team was especially appreciative of the Beginning Teacher Support and Assessment (BTSA) program, as well as training offered under Assembly Bill (AB) 466 and AB 75. It was noted at that time that the written report from the federal government would be forthcoming.

SUMMARY OF KEY ISSUES

From June 14-17, 2005, the U.S. Department of Education (ED) conducted a monitoring visit of California's progress in meeting the highly qualified teacher provisions of the ESEA, as amended by the No Child Left Behind (NCLB) Act of 2001, and the State's administration of the ESEA Title II, Part A, Improving Teacher Quality State Grants program.

In addition to interviewing CDE staff, the ED monitoring team interviewed local education personnel, conducted conference calls with representatives of the Ventura County Office of Education, Eureka, Sacramento, and San Diego Public Schools, and

conducted site visits to the Elk Grove, San Francisco, Grant, and Long Beach school districts.

FISCAL ANALYSIS (AS APPROPRIATE)

Fiscal impact is unknown at this time, but the CDE response to the report findings will likely involve increased staff time and resources to provide information and assistance to local educational agencies (LEAs) to resolve issues such as the definition of social science subject matter areas, hiring highly qualified Title I teachers, and using Title II funds to employ highly qualified teachers in class-size reduction programs.

ATTACHMENT(S)

Attachment 1: U.S. Department of Education letter from Robert Stonehill, Deputy Superintendent (1 Page)

Attachment 2: Highly Qualified Teachers and Improving Teacher Quality State Grants (ESEA Title II, Part A) Monitoring Report (11 Pages)

A last minute memorandum will be provided.

United States Department of Education

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION
ACADEMIC IMPROVEMENT AND TEACHER QUALITY PROGRAMS

September 26, 2005

Mr. Jack O'Connell
Superintendent of Public Instruction
California Department of Education
1430 N Street, Suite 5602
Sacramento, CA 95814

Dear Superintendent O'Connell:

On June 14-17, 2005, the Academic Improvement and Teacher Quality Programs office of the U.S. Department of Education's Office of Elementary and Secondary Education conducted a program review in California. The program office team reviewed your State's progress in meeting the highly qualified teacher provisions of the Elementary and Secondary Education Act (ESEA), as amended by *the No Child Left Behind Act* (NCLB) of 2001, and your State's administration of the ESEA Title II, Part A, Improving Teacher Quality State Grants program.

I am enclosing with this letter a monitoring report that is based on information we collected during the review. I would like to note that, in general, the Department of Education team was pleased with the progress you are making in California to ensure that Federal funds are being used effectively to ensure that all teachers of core academic classes will be highly qualified.
We commend California for the development of the *NCLB Highly Qualified Teacher Handbook* that was extensively used by your school districts and teachers seeking to understand the requirements of the statute. The monitoring team was also impressed by the close working relationship among many of the State educational and credentialing agencies that have enabled the California Department of Education to put into action a comprehensive plan to meet the highly qualified teacher requirements.

As you will see from the enclosed report, the Department has also identified some areas in which further action is required, including more rigorous oversight of whether districts hire only highly qualified teachers for their Title I programs, as comprehensive and accurate reporting of data on highly qualified teachers. If there are factual errors in the report, we would appreciate receiving suggested corrections no later than October 11, 2005, so that we can appropriately incorporate them into the final version of the monitoring report. For areas in which the Department has recommended further actions, we would appreciate a written response by November 8, 2005.

Again, thank you for hosting a productive site visit. We are looking forward to working further with you and your staff in any follow-up activities, and in assisting you in any way to ensure that all teachers are meeting the highly qualified requirements and to help improve the delivery of Title II, Part A services in California.

Sincerely,

Robert M. Stonehill

Robert M. Stonehill, Ph.D.
Deputy Director

September 26, 2005

HIGHLY QUALIFIED TEACHERS AND IMPROVING TEACHER QUALITY STATE GRANTS (ESEA TITLE II, PART A)

MONITORING REPORT

California Department of Education
June 14-16, 2005

U.S. Department of Education Monitoring Team:
Robert Stonehill
Margaret Miles
Allison Henderson (Westat)
Darcy Pietryka (Westat)

California Department of Education (CDE)
Gavin Payne, Chief Deputy Superintendent
Sue Stickel, Deputy Superintendent
Dale Janssen, Director, Commission on Teacher Credentialing
Alice Parker, Special Education Division
Bill Vasey, Professional Development and Curriculum Support Division
Gordon Jackson, District and School Program Coordination
Cathy Barkett, State Board of Education
Karen Steentofte, State Board of Education
Debbie Rury, State Board of Education
Robert Cervantes, Education Programs Consultant
Robert Lee, Education Programs Consultant
Penni Hanson, Education Programs Consultant
Elena Fong, Curriculum Leadership
Phil Lafontaine, Math and Science Leadership
Jean Treiman, University of California, Office of the President
Jayne Marlink, University of California, Office of the President
Jeanne Ludwig, Math and Science Leadership
Karen Humphrey, California Postsecondary Education Commission
Lloyd McCabe, Education Programs Consultant
Julie Klein, Categorical Programs Unit
Linda Peterson, Administrative and Fiscal Unit
Marcella Obregon-Enriquez, Professional Development
Rebecca Parker, State Board of Education
Sarah Solari, Professional Development
Tom Lugo, Professional Development
Janet Canning, Education Programs Consultant
Craig Heimbichner, Education Programs Consultant

Overview of California:
Number of districts: 1,041
Number of teachers: 309,773
Total State allocation (FY 2003): $341,185,718
Allocation for local educational agencies (LEAs): $320,885,167
State educational agency (SEA) State Activities allocation: $8,444,347
State Agency for Higher Education (SAHE) allocation: $8,444,347

Scope of Review:

Like all State educational agencies (SEAs), the California Department of Education (CDE), as a condition of receiving funds under Title I, Part A and Title II, Part A of the *Elementary and Secondary Education Act* (ESEA), as amended by the *No Child Left Behind Act* (NCLB), provided an assurance to the U.S. Department of Education (the Department) that it would administer these programs in accordance with all applicable statutory and regulatory requirements, including those in Title I, Part A that concern "Highly Qualified Teachers" (HQT) and those that govern the use of Title II, Part A funds. See **§**9304(a)(1) of the ESEA. One of the specific requirements the Department established for an SEA's receipt of program funds under its consolidated state application (§9302(b)) was submission to the Department of annual data on how well the State has been meeting its performance target for Performance Indicator 3.1: "The percentage of classes being taught by 'highly qualified' teachers (as the term is defined in §9101(23) of the ESEA), in the aggregate and in 'high-poverty' schools (as the term is defined in **§**1111(h)(1)(C)(viii) of the ESEA)."

The Department's monitoring visit to California had two purposes. One was to review the progress of the State in meeting the ESEA's highly qualified teacher requirements. The second was to review the use of ESEA Title II, Part A funds by the SEA, selected LEAs, and the State agency for higher education (SAHE), to ensure that the funds are being used to prepare, retain, and recruit high-quality teachers and principals so that all children will achieve to a high academic achievement standard and to their full potential.

The monitoring review was conducted on June 14-16, 2005, at the offices of the CDE. In addition to meeting with the CDE staff noted above, as part of the review, the Department monitoring team met with Karen Humphrey, SAHE Coordinator. The monitoring team conducted conference calls with representatives of the Ventura County Office of Education, Eureka, Grant, Sacramento, and San Diego Public Schools and conducted site visits to the Elk Grove, San Francisco and Long Beach school districts.

Summary of Monitoring Indicators

Monitoring Area 1: Highly Qualified Teacher Systems & Procedures

Element Number	Description	Status	Page
Critical Element 1.1.	Has the State developed and implemented procedures, consistent with the statutory definition of highly qualified, to determine whether all teachers of core academic subjects are highly qualified (§9101(23))?	Commendation	7
Critical Element 1.2.	Are all new elementary school teachers (including special education teachers, as appropriate) required to pass a rigorous State test in reading, writing, mathematics, and the other areas of the elementary school curriculum to demonstrate subject-matter competency (§9101(23)(B)(II))?	Met Requirements	NA
Critical Element 1.3.	Are all new middle and secondary school teachers (including special education teachers, as appropriate) required to demonstrate subject-matter competency, in each core academic subject they teach, in one or more of the following ways (§9101(23)(B)(II)(ii))?	Finding Recommendations Commendation	7
Critical Element 1.4.	Are all veteran (i.e., those who are not new to the profession) elementary school teachers (including special education teachers, as appropriate) required to demonstrate subject-matter competency by passing a rigorous State test or by completing the State's "High Objective Uniform State Standard of Evaluation" (HOUSSE) procedures (§9101(23)(C))?	Met Requirements	NA
Critical Element 1.5.	Are all veteran middle and secondary teachers (including special education teachers, as appropriate) required to demonstrate subject-matter competency in each core academic subject they teach?	Finding	8
Critical Element 1.6.	For each set of HOUSSE procedures the State has developed, can the State describe how it meets each of the statutory requirements in §9101(23)(C)(ii)?	Met Requirements	NA

Critical Element 1.7.	Does the SEA ensure that, since the beginning of the 2002-03 school year, districts only hire highly qualified teachers (including special education teachers, as appropriate) to teach in Title I programs?	Finding	9
Critical Element 1.8.	Has the SEA ensured, since the beginning of the 2002-03 school year, that districts that use ESEA Title II funds to reduce class size hire only highly qualified teachers for such positions?	Finding	9
Critical Element 1.9.	Does the SEA's plan establish annual measurable objectives for each LEA and school to ensure that annual increases occur: • in the percentage of highly qualified teachers at each LEA and school; and • in the percentage of teachers who are receiving high-quality professional development to enable such teachers to become highly qualified and successful classroom teachers (§1119(a)(2)(A))?	Met Requirements	NA
Critical Element 1.10.	Does the SEA also have a plan with specific steps to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified and out-of-field teachers? Does the plan include measures to evaluate and publicly report the progress of such steps (§1111(b)(8)(C))?	Met Requirements	NA
Critical Element 1.11.	Has the State reported to the Secretary in its Consolidated State Performance Report (CSPR) the number and percentage of core academic classes taught by highly qualified teachers, in the aggregate and in high-poverty schools, consistent with the statutory definition of highly qualified (§1111(h)(4)(G); §9101(23))?	Met Requirements	NA
Critical Element 1.12.	Does the State prepare and disseminate to the public an Annual State Report Card (§1111(h)(1)(C)(viii))? If so, how is it disseminated?	Finding	9

Monitoring Area 2: Administration of ESEA Title II, Part A

Element Number	Description	Status	Page
Critical Element 2.1.	Does the SEA allocate funds according to the statute, using the most recent Census Bureau data as described in the Non-Regulatory Guidance (§2121(a))?	Finding	10
Critical Element 2.2.	Does the SEA require an application from each LEA before providing Title II, Part A funding? If yes, what information does the SEA require in the LEA application (§2122(b))?	Met Requirements	NA
Critical Element 2.3.	Does the SEA require each LEA to describe how the activities to be carried out are based on the required local needs assessment (§2122(b))?	Met Requirements	NA
Critical Element 2.4.	Does the SEA have a procedure to determine the amount of funds each LEA expended during the period of availability?	Met Requirements	NA
Critical Element 2.5.	Does the SEA have a procedure to regularly review the drawdowns of the LEAs?	Met Requirements	NA
Critical Element 2.6.	Does the SEA have a written policy on allowable carryover funds?	Met Requirements	NA
Critical Element 2.7.	If an LEA cannot obligate funds within the 27 months of availability (which includes the extra year of availability permitted under the Tydings amendment), does the SEA have a procedure for reallocating these funds to other LEAs?	Met Requirements	NA
Critical Element 2.8.	Does the SEA have records to show that each LEA meets the maintenance of effort requirements?	Met Requirements	NA

Critical Element 2.9.	Does the SEA ensure that it and its component LEAs are audited annually, if required, and that all corrective actions required through this process are fully implemented?	Met Requirements	NA
Critical Element 2.10.	Has the SEA identified and provided technical assistance to LEAs that are not making progress toward meeting their annual measurable objectives in meeting the highly qualified teacher challenge (§2141)?	Met Requirements	NA

Monitoring Area 3: State Activities

Element Number	Description	Status	Page
Critical Element 3.1.	Does the State use its State Activities funds to promote the recruitment, hiring, training, and retention of highly qualified teachers and principals?	Commendation	10
Critical Element 3.2.	Does the State support activities that focus on increasing the subject-matter knowledge of teachers and that assist teachers to become highly qualified?	Commendation	11

Monitoring Area 4: State Agency for Higher Education (SAHE) Activities

Element Number	Description	Status	Page
Critical Element 4.1.	Did the SAHE manage a competition for eligible partnerships?	Commendation	11
Critical Element 4.2.	Does the SAHE have procedures to ensure that eligible partnerships include the required members, i.e., an institution of higher education and the division of the institution that prepares teachers and principals, a school of arts and sciences, and a high-need LEA?	Finding Recommendation	11

Area 1: State Procedures to Identify Highly Qualified Teachers

Critical Element 1.1: Has the State developed and implemented procedures, consistent with the statutory definition of highly qualified, to determine whether all teachers of core academic subjects are highly qualified (§9101(23))?

Commendation: The State has created and widely disseminated a comprehensive and clearly written *NCLB Highly Qualified Teacher Handbook* to assist LEAs with implementing the HQT provisions and to help teachers understand how their credentials would be evaluated to determine their HQT status.

Critical Element 1.3: Are all new middle and secondary school teachers (including special education teachers, as appropriate) required to demonstrate subject-matter competency, in each core academic subject they teach, in one or more of the following ways (§9101(23)(B)(II)(ii))?

Finding: The State does not require new middle and secondary school teachers of history, geography, civics/government, or economics to demonstrate subject-matter competency in each of those subjects they teach. The State allows middle and secondary social studies teachers new to the profession to demonstrate subject-matter competency by holding a general social studies endorsement; this endorsement requires candidates to meet the State standards over the 4 discrete areas of social studies. This broad-field endorsement may not provide adequate subject-matter preparation for each of the core academic subjects explicitly noted in the statute. New social studies teachers may also pass a broad-field content-area assessment. This assessment, similarly, may not provide adequate subject-matter preparation for each of the core academic subjects explicitly noted in the statute.

Citation: §9101(11) of the ESEA identifies history, geography, civics/government, and economics as individual core academic subjects. §9101(23)(B)(ii) of the ESEA requires new teachers of core academic subjects to demonstrate subject-matter competency in each core academic subject they teach. (§9101(23)(C) does the same for teachers not new to the profession.)

Further Action Required: The CDE must ensure that all history, geography, civics/government and economics teachers demonstrate subject-matter competency in each of these subjects that they teach, no later than the end of the 2005-06 school year. (In doing so, if the CDE has determined that the coursework requirement for an academic major in social studies provides coursework “equivalent to a major” in each or in a subset of these specific core academic subjects, it also will need to specifically explain the basis for its determination.)

Recommendation: Though the State requires that all secondary special education teachers graduate with a content-area major, the State does not require alignment between the major and the teaching assignment. The monitoring team recommends that the State continue to work on this alignment.

Recommendation: The State issues a *Supplementary Authorization* to certified teachers seeking to obtain an additional content-area endorsement. Teachers have 3

years to complete the authorization. During these 3 years, the teacher works in the content area under a *Limited Authorization*. This authorization does not require demonstration of content knowledge prior to becoming the teacher of record. Teachers working under both the Limited and Supplementary Authorizations are not considered highly qualified, since the Supplementary Authorization requirements fall shy of meeting a major or major equivalent. To address this, the State has created a *Major Authorization* (with content requirements equivalent to a major), but it will continue to offer the Supplementary Authorization. The monitoring team suggested that the State adjust Supplementary Authorization requirements so that holders would fulfill HQT requirements.

Commendation: Many of the State's agencies, including the CDE, the California Teachers' Association, the State Board, the Commission on Teacher Credentialing, and the Special Education office have formed close working relationships. These relationships have enabled the State to create and implement a comprehensive and cohesive plan to implement HQT requirements.

Critical Element 1.5: Are all veteran middle and secondary teachers (including special education teachers, as appropriate) required to demonstrate subject-matter competency in each core academic subject they teach, in one or more of the following ways?

Finding: As noted in Critical Element 1.3, the State does not require middle and secondary school teachers of history, geography, civics/government, or economics to demonstrate subject-matter competency in each of the four discrete areas of the statute. Thus, veteran teachers of history, civics/government, or economics may not have demonstrated adequate subject-matter preparation for each of the core academic subjects explicitly noted in the statute.

Citation: §9101(23)(C) of the ESEA requires middle or secondary school teachers not new to the profession to demonstrate subject-matter competency in each of the core academic subjects they teach by passing a content test, successfully completing an academic major, coursework equivalent to a major, advanced certification, a graduate degree, or by satisfying the State's HOUSSE requirements.

Further Action Required: The CDE must ensure that all history, geography, civics/government, and economics teachers demonstrate subject-matter competency in each of these subjects that they teach, no later than the end of the 2005-06 school year. (In doing so, if the CDE has determined that the coursework requirement for an academic major in social studies provides coursework "equivalent to a major" in each or in a subset of these specific core academic subjects, it also will need to specifically explain the basis for its determination.)

Critical Element 1.7: Does the SEA ensure that, since the beginning of the 2002-03 school year, districts only hire highly qualified teachers (including special education teachers, as appropriate) to teach in Title I programs?

Finding: Though the State has implemented procedures to ensure that LEAs hire only highly qualified teachers to teach in Title I programs, the State is not able to ensure that districts have hired only highly qualified teachers to teach in Title I. Similarly, the State is not able to ensure that districts are properly exercising the parental notification requirements.

Citation: §1119(a)(1) of the ESEA requires that all teachers hired after the first day of the 2002-03 school year to teach in Title I programs must be highly qualified.

Further Action Required: The CDE must submit a written plan with specific procedures and a timeline for requiring LEAs in the State to ensure that all teachers hired to teach in Title I programs after the first day of the 2002-03 school year, including special education teachers providing direct instruction in core academic subjects, demonstrate, no later than the end of the 2005-06 school year, that they are highly qualified in each core academic subject they teach, either by passing the State's test for demonstrating subject-matter knowledge or, if the State establishes a HOUSSE, by satisfying HOUSSE procedures established by the State.

Critical Element 1.8: Has the SEA ensured, since the beginning of the 2002-03 school year, that districts that use ESEA Title II, Part A funds to reduce class size hire only highly qualified teachers for such positions?

Finding: As noted in Critical Element 1.7, though the State has implemented procedures to ensure that LEAs hire only highly qualified teachers with ESEA funds to reduce class size, the State is not able to ensure that districts use ESEA Title II funds to reduce class size by hiring only highly qualified teachers.

Citation: §2123(a)(2)(B) of the ESEA allows LEAs to use ESEA Title II, Part A funds to recruit and hire highly qualified teachers to reduce class size.

Further Action Required: The CDE must submit a written plan with specific procedures and a timeline for requiring LEAs in the State to ensure that all teachers hired after the first day of the 2002-03 school year, including special education teachers providing direct instruction in core academic subjects, be highly qualified prior to being hired with ESEA Title II funds to reduce class size.

Critical Element 1.12: Does the State prepare and disseminate to the public an Annual State Report Card (§1111(h)(1)(C)(viii))? If so, how is it disseminated?

Finding: The State prepares and disseminates, via the State website and mailings to LEAs, an Annual State Report Card. However, the State reported the percentage of classes taught by highly qualified teachers, rather than reporting the percentage of classes *not* taught by highly qualified teachers in various categories.

Citation: §1111(h)(1)(C)(viii) of the ESEA requires each SEA to include in its Annual State Report Card data on the percentage of classes in the State not taught (in core academic subjects) by highly qualified teachers, in the aggregate and disaggregate by

high-poverty (as the term is defined in §1111(h)(1)(C)(viii) of the ESEA) compared to low-poverty schools.

Further Action Required: The CDE must report to the public and to the Department, as required by §1111(h)(1)(C)(viii), the percentage of classes not taught by highly qualified teachers at all grade levels (and disaggregated by high-and low-poverty schools), as required for the Annual State Report Card. The State has the data to correct this issue and told the monitoring team this information will be amended.

Area 2: Administration of ESEA Title II, Part A

Critical Element 2.1: Does the SEA allocate funds according to the statute, using the most recent Census Bureau data as described in the Non-Regulatory Guidance (§2121(a))?

Finding: Though the SEA allocates funds using the most recent Census Bureau data, the SEA does not correctly allocate excess administrative funds. The SEA currently allocates excess administrative funds to the LEAs.

Citation: Under ESEA Title II, Part A, the Department reserves 1 percent of the State allocation for administration, divided between the SEA and the SAHE. Of the remaining allocation, the State must use 95 percent for LEA subgrants, 2.5 percent for SAHE grants, and the State shall "use the remainder of the funds for State activities described in subsection (c)." (Section 2113(a)(3)) Therefore, if there are administrative funds not needed either by the SEA or the SAHE, these funds should be used for additional State-level activities authorized by section 2123 of the ESEA.

Further Action Required: The CDE, as the agency that has not used all of its allotment of administrative funds for that purpose, must consult with the SAHE to determine whether the SAHE needs any of these funds for reasonable and necessary administration of the SAHE-funded subgrants. Remaining funds should then be re-allocated to State Activities.

Area 3: State Activities

Critical Element 3.1: Does the State use its State Activities funds to promote the recruitment, hiring, training, and retention of highly qualified teachers and principals?

Commendation: The State has a successful and comprehensive Beginning Teacher Support and Assessment Program (BTSA).

Critical Element 3.2: Does the State support activities that focus on increasing the subject-matter knowledge of teachers and that assist teachers to become highly qualified?

Commendation: The State is commended for its range of State- and locally funded initiatives, including the CA Paraprofessional Teacher Training Program, the Migrant Mini-Corps program, the Subject Matter Projects, loan forgiveness, and the Principal Training Program. The State has strategically leveraged Federal funds, including Title II, Part A funds, to address State needs, fill in gaps, and assist LEAs in meeting the HQT challenge.

Area 4: State Agency for Higher Education (SAHE) Activities

Critical Element 4.1: Did the SAHE manage a competition for eligible partnerships?

Commendation: The SAHE has a tiered application review process consisting of a paper application and an in-person interview.

Critical Element 4.2: Does the SAHE have procedures to ensure that eligible partnerships include the required members, i.e., an institution of higher education and the division of the institution that prepares teachers and principals, a school of arts and sciences, and a high-need LEA?

Finding: The SAHE must ensure that grantees adhere to the 50 percent "special rule." The SAHE is implementing procedures to ensure this requirement is met in the next round of allocations.

Citation: § 2132(c) of the ESEA requires that "No single participant in an eligible partnership may use more than 50 percent of the funds made available to the partnership under this section."

Further Action Required: For the next round of allocations to eligible partnerships, the SAHE must ensure that no participant uses more than 50 percent of the funds. The provision focuses not on which partner receives the funds, but on which partner directly benefits from them.

Recommendation: The SAHE should consider requiring potential applicants, in the required letter of intent, to name the high-need LEA partner(s).

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: November 1, 2005

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

FROM: Sue Stickel, Deputy Superintendent
Curriculum and Instruction Branch

RE: Item No. 15

SUBJECT: Highly Qualified Teachers and Improving Teacher Quality State Grants, Elementary and Secondary Education Act, Title II, Part A: Response to the U.S. Department of Education Monitoring Report

The U.S. Department of Education (ED) conducted a monitoring visit from June 14-17, 2005, of California's progress in meeting the highly qualified teacher provisions of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001, and the State's administration of the ESEA Title II, Part A, Improving Teacher Quality State Grants program.

In addition to interviewing California Department Education staff, the ED monitoring team interviewed education personnel, conducted conference calls with representatives of the Ventura County Office of Education, Eureka, Sacramento, and San Diego Public Schools, and conducted site visits to the Elk Grove, San Francisco, Grant, and Long Beach school districts.

The ED's monitoring visit to California had two purposes. One was to review the progress of the State in meeting the ESEA's highly qualified teacher requirements. The second was to review the use of ESEA Title II, Part A funds by the state education agency, selected local educational agencies, and the State agency for higher education (SAHE), to ensure that the funds are being used to prepare, retain, and recruit high-quality teachers and principals so that all children will achieve to their full potential.

The attached document includes California's response to the Federal Monitoring report.

Attachment 3: California Department of Education Response to Highly Qualified Teachers and Improving Teacher Quality State Grants (ESEA Title II, Part A) Monitoring Report (19 pages)

California Department of Education Response to
HIGHLY QUALIFIED TEACHERS AND IMPROVING TEACHER QUALITY STATE GRANTS (ESEA TITLE II, PART A) MONITORING REPORT

Monitoring Area 1: Highly Qualified Teacher Systems & Procedures

Critical Element 1.3. Are all new middle and secondary school teachers (including special education teachers, as appropriate) required to demonstrate subject-matter competency, in each core academic subject they teach, in one or more of the following ways (§9101(23)(B)(II)(ii))?

Critical Element 1.5: Are all veteran middle and secondary teachers (including special education teachers, as appropriate) required to demonstrate subject-matter competency in each core academic subject they teach, in one or more of the following ways?

Finding: The State does not require new middle and secondary school teachers of history, geography, civics/government, or economics to demonstrate subject-matter competency in each of those subjects they teach. The State allows middle and secondary social studies teachers new to the profession to demonstrate subject-matter competency by holding a general social studies endorsement; this endorsement requires candidates to meet the State standards over the 4 discrete areas of social studies. This broad-field endorsement may not provide adequate subject-matter preparation for each of the core academic subjects explicitly noted in the statute. New social studies teachers may also pass a broad-field content-area assessment. This assessment, similarly, may not provide adequate subject-matter preparation for each of the core academic subjects explicitly noted in the statute.

Further Action Required: The CDE must ensure that all history, geography, civics/government and economics teachers demonstrate subject-matter competency in each of these subjects that they teach, no later than the end of the 2005-06 school year. (In doing so, if the CDE has determined that the coursework requirement for an academic major in social studies provides coursework "equivalent to a major" in each or in a subset of these specific core academic subjects, it also will need to specifically explain the basis for its determination.)

CDE Action Taken: The Commission on Teacher Credentialing (CCTC) has the responsibility of establishing and implementing strong, effective standards of quality for the preparation and assessment of credential candidates. The CCTC works in concert with the California Department of Education (CDE), kindergarten through grade twelve educators, and higher education faculty to establish standards for educator preparation that are aligned with the kindergarten through grade twelve academic content

standards. Teacher candidates in California are required to demonstrate subject matter competence in all four domains in the field of Social Studies (history, economics, civics/government, and geography) with significant depth and breadth to obtain a single subject social science authorization to teach. Candidates for the Single Subject Social Studies Credential have two options available for satisfying this requirement. They can either complete a CCTC approved subject matter preparation program or they can pass the appropriate CCTC adopted subject matter examination (California *Education Code* [*EC*] sections 44280 and 44310). Because they satisfy the same requirement, diligent care has been taken to ensure they are aligned and congruent. Additionally, a candidate taking an approved subject matter examination must pass all of the domain sections.

After a careful and thorough analysis of the History-Social Science Single Subject Matter Requirements, the CDE holds the position that the scope and sequence and academic rigor of the required course work is more than adequate to prepare a prospective teacher candidate to successfully teach the four social science domains (history, economics, civics/government, geography) as outlined in the *History-Social Science Content Standards for California Public Schools: Kindergarten through Grade Twelve.*

In 1999, the CCTC appointed a 20 member panel, made up of representatives from the CCTC staff, the CDE staff, history, economics, political science and geography department chairs from leading California universities, and kindergarten through grade twelve administrators and teachers. The History-Social Science Single Subject Matter Panel (2001, 2002) spent considerable time to ensure that the new subject matter standards were grounded in, and aligned with, the *History-Social Science Content Standards for California Public Schools: Kindergarten through Grade Twelve*. In California, subject matter preparation programs for prospective teachers are not the same as undergraduate degree programs. Post-secondary institutions govern academic programs that lead to the award of degrees, including baccalaureate degrees in social science. The CCTC sets requirements for academic programs that lead to the issuance of a credential, including the Single Subject Teaching Credential in Social Science. Unlike general degree programs, Subject Matter Programs are designed to ensure that classes provide sufficient core and breadth and perspective and thus guarantee prospective teachers adequate course work in all four of the domains. The Social Science Subject Matter Advisory Panel was directed to create new standards of program quality and effectiveness that would be used to review and approve subject matter preparation programs. The CCTC mandated the development of standards that would emphasize the knowledge, skills, and perspectives that teachers must have in order to teach social science effectively in the California kindergarten through grade twelve public schools system.

A prospective teacher, enrolled in an approved program, studies and learns subjects required by *EC* Section 51210 and incorporated in the *History-Social Science Content Standards for California Public Schools: Kindergarten through Grade Twelve* (1998) and the *History-Social Science Framework for California Public Schools: Kindergarten*

through Grade Twelve (2001). The program includes coursework taught by appropriate faculty and field experiences that address the ideas, strategies, and techniques essential to teaching all four social science domains. Programs are designed to develop each prospective teacher's knowledge and understanding of the historical and contemporary experiences and interrelationships of people of Africa, the Americas, Asia, and Europe. Prospective teachers acquire world perspectives in studies of history, human culture, geography, government, and economics; an understanding of United States history, culture, geography, government, and economics, and of the evolving national experience as outlined; significant issues in the history, geography, culture, economics and government of California; knowledge and understanding of the rights and responsibilities of citizens in a representative democracy at post secondary level of rigor as outlined in the *History-Social Science Content Standards for California Public Schools: Kindergarten through Grade Twelve* (1998) for grades six through twelve, and the *History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve* (2001).

Candidates have both broad and deep conceptual understanding of the four domains of History-Social Science and are able to apply higher-level thinking skills including, but not limited to, the ability to analyze, interpret, compare and contrast, and synthesize information about significant historical issues in both written and oral presentation. Candidates utilize appropriate research skills and primary and secondary sources. They engage in historiographic thinking, and demonstrate awareness of multiple historical and geographic perspectives. Candidates appreciate the fundamental role geography plays in historical inquiry. They also understand the terms, concepts and applications of the principles of political science and economics and are able to apply this knowledge to historical analysis.

The CDE is confident in the depth, breadth, and rigor of the CCTC Single Subject History-Social Science Subject Matter Program requirements and the approved History-Social Science examination to adequately prepare prospective teachers to successfully teach all four social science domains (history, economics, civics/government and geography).

As an example of how thoroughly prepared our prospective teachers are to teach the four social science domains (history, economics, civics/government and geography) we offer for your review the Single Subject History-Social Science Subject Matter Program Domain requirements for government, economics and geography. To review the complete document, please visit the CCTC Web site at *http://www.ctc.ca.gov/educator-prep/standards/SSMP-Handbook-SocialScience.doc.*

DOMAIN 4: PRINCIPALS OF AMERICAN DEMOCRACY

Candidates demonstrate knowledge of the foundations and contexts of the Principles Of American Democracy. Candidates explain and analyze the fundamental principles And moral values of American democracy as expressed in the U.S. Constitution and other essential documents. Candidates:

a. Analyze the influence of ancient Classical and Enlightenment political thinkers and the pre-Revolutionary colonial and indigenous peoples' experience on the development of the American government, and consider the historical contexts in which democratic theories emerged.

b. Explain and analyze the principles of the Declaration of Independence and how the U.S. Constitution reflects a balance between classical republican and classical liberal thinking.

c. Evaluate the Founding Fathers' contribution to the establishment of a constitutional system as articulated in the Federalist Papers, constitutional debates, and the U.S. Constitution.

d. Describe the significance of the Bill of Rights and the 14th Amendment as limits on government in the American constitutional process as compared to English Common Law.

e. Describe the nature and importance of law in U.S. political theory, including the democratic procedures of law making, the rule of adherence to the law, and the role of civil disobedience.

f. Analyze the significance and evolving meaning of the principles of American democracy: autonomy/liberty, equality, basic opportunity, debate and deliberation, and representation.

g. Describe the meaning and importance of each of the rights guaranteed in the Bill of Rights and analyze the reciprocal nature of citizenship, including the obligation to obey the law, serve as a juror, vote, pay taxes, and pursue various avenues of participation open to citizens.

h. Explain the basis and practice of acquiring American citizenship.

(*History-Social Science Content Standards*: 11.1, 12.1, 12.2, 12.3, 12.4)

Fundamental Values and Principles of Civil Society Candidates describe and analyze the fundamental values and principles of civil society. Candidates:

a. Explain and analyze the historical role of religion, religious diversity, and religious discrimination and conflict in American life.

b. Analyze citizen participation in governmental decision-making in a large modern society and the challenges Americans faced historically to their political participation.

c. Analyze the evolving practices of citizen collaboration and deliberation, and special interest influence in American democratic decision-making.

d. Compare and contrast the role of the individual in democratic and authoritarian societies.

e. Explain how civil society provides opportunities for individuals to promote private or public interests.

(*History-Social Science Content Standards*: 12.2, 12.3, 12.10)

The Three Branches of Government
Candidates compare and contrast the roles and responsibilities of the three branches of government as established by the U.S. Constitution and describe how these roles and responsibilities have evolved throughout U.S. history. Candidates:

a. Analyze Articles I, II, and III as they relate to the legislative, executive, and judicial branches of government.

b. Analyze how and why the existing roles and practices of the three branches of government have evolved.

c. Describe and analyze the issues that arise as a result of the checks and balances system.

d. Explain the process by which the Constitution is amended.

(*History-Social Science Content Standards*: 12.4, 12.10)

Landmark U.S. Supreme Court Cases
Candidates analyze landmark U.S. Supreme Court interpretations of the Constitution and the continuing debate about judicial restraint and judicial activism. Candidates:

a. Analyze the changing interpretations of the Bill of Rights and later constitutional amendments.

b. Evaluate the effects of the Court's interpretations of the Constitution in Marbury v. Madison, McCullough v. Maryland, and United States v. Nixon.

c. Describe and analyze the controversies that have resulted over the changing interpretations of civil rights, including, but not limited to, those in Plessy v. Ferguson; Brown v. Board of Education; Miranda v. Arizona; Roe v. Wade; Regents of the University of California v. Bakke; Adarand Constructors, Inc. v. Pena; United States v. Virginia (VMI), and Bush v. Palm Beach County Canvassing Board.

(*History-Social Science Content Standards*: 12.5)

Issues Regarding Campaigns for National, State, and Local Elective Offices
Candidates describe the process by which officials are elected and analyze issues regarding political campaigns. Candidates:

a. Analyze the origin, development, and role of political parties.

b. Describe the means that citizens use to participate in the political process.

c. Explain the function and evolution of the College of Electors and analyze its role in contemporary American politics.

d. Describe and evaluate issues of state redistricting and the political nature of reapportionment.

(*History-Social Science Content Standards*: 8.3, 12.6)

Powers and Procedures of the National, State, Local and Tribal Governments
Candidates compare the processes of law and policy-making at each of the three levels of government, and contrast them to each other and to tribal governments. Candidates:

a. Identify the various ways in which federal, state, local, and tribal governments are organized.

b. Analyze the issues that arise out of the divisions of jurisdiction among federal, state, local, and tribal governments at each level of government; consider their impacts on those different levels of government.

c. Analyze the sources of power and influence in democratic politics, such as access to and use of the mass media, money, economic interests, and the ability to mobilize groups.

(*History-Social Science Content Standards*: 12.7)

The Media in American Political Life
Candidates debate positions on the influence of the media on American political life. Candidates:

a. Describe the significance of a free press, including the role of the broadcast, print, and electronic media in American society and government.

b. Analyze the interaction between public officials and the media to communicate and influence public opinion.

(*History-Social Science Content Standards*: 12.8)

Political Systems
Candidates compare and contrast the origins, characteristics, and development of different political systems. Candidates:

a. Explain and analyze different political systems and the philosophies that underlie them, including the parliamentary system.

b. Analyze problems of new democracies in the 19th and 20th centuries and their internal struggles.

(*History-Social Science Content Standards*: 12.9)

Tensions within our Constitutional Democracy
Candidates analyze tensions within our constitutional democracy. Candidates:

a. Analyze the constitutional interpretations of the First Amendment's statement about the separation of church and state.

b. Debate the adequacy of the solution of majority rule and the role of minority rights in a majority-rules system.

(*History-Social Science Content Standards*: 12.10)

DOMAIN 5: PRINCIPLES OF ECONOMICS
Candidates demonstrate knowledge of Economic Terms and Concepts and Economic Reasoning
Candidates explain the meaning of common economic terms and concepts (e.g., supply and demand) and use economic reasoning (e.g., the equivalence and convertibility of the different forms of economic analysis). Candidates:

a. Describe the causal relationship between scarcity and choices, and explain opportunity cost and marginal benefit and marginal cost.

b. Identify the difference between monetary and non-monetary incentives and how changes in incentives cause changes in behavior.

c. Debate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.

d. Describe and analyze the debate concerning the role of a market economy versus a planned economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith).

(*History-Social Science Content Standards*: 12.1)

Elements of America's Market Economy in a Global Setting
Candidates analyze the elements of America's market economy in a global setting. Candidates:

a. Describe and analyze the relationship of the concepts of incentives and substitutes to the law of supply and demand.

b. Describe the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.

c. Explain and analyze the roles of property rights, competition, and profit in a market economy.

d. Explain and analyze how prices reflect the relative scarcity of goods and services and perform the function of allocation in a market economy.

e. Explain the process by which competition among buyers and sellers determines a market price.

f. Describe the effect of price controls on buyers and sellers.

g. Analyze how domestic and international competition in a market economy affects the quality, quantity, and price of goods and services produced.

h. Explain the role of profit as the incentive to entrepreneurs in a market economy.

i. Describe the functions of the financial markets.

(*History-Social Science Content Standards*: 12.2)

The Relationship between Politics and Economics
Candidates explain and analyze the debate over the role of the government in the economy and the relationship between politics and economics. Candidates:

a. Analyze the effects of federal, state, and local policies on the distribution of resources and economic decision-making.

b. Describe the economic and social effects of government fiscal policies.

c. Describe the aims and tools of monetary policy and its economic and social effects.

d. Assess the tradeoff between efficiency and equality in modern mixed economies, using social policies as examples.

e. Apply the principles of economic decision-making to a current or historical social problem in America (e.g., land development, resource availability, environmental quality, composition of the economy).

(*History-Social Science Content Standards*: 12.3, 12.1, 12.6)

Elements of the U.S. Labor Market in a Global Setting
Candidates describe and analyze the operations of the U.S. labor market. Candidates:

a. Describe the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, and the effects of unionization, the minimum wage, and unemployment insurance.

b. Analyze the current U.S. economy and the global labor market that helps support it, including the types of goods and services produced, the types of skills in demand, the effects of rapid technological change, inter- and intra-regional shifts in employment, and the impact of international competition.

c. Analyze wage differences between jobs and professions, using the laws of supply and demand and the concept of productivity.

d. Analyze the effects of international mobility of capital, labor, and trade on the U.S. economy.

(*History-Social Science Content Standards*: 12.4)

Aggregate Economic Behavior of the American Economy
Candidates describe the macroeconomic forces at work at the level of the aggregate sectors of the economy. Candidates:

a. Describe how measures of economic output are adjusted using indexes.

b. Define, calculate, and analyze the significance of the changes in rates of unemployment, inflation, and real Gross Domestic Product.

c. Distinguish between short- and long-term interest rates and explain their relative significance.

(*History-Social Science Content Standards*: 12.5)

International Trade and the American Economy
Candidates describe and analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States' borders. Candidates:

a. Use the concept of comparative advantage to identify the costs of and gains from international trade.

b. Compare and contrast the arguments for and against trade restrictions during the Great Depression with those among labor, business, and political leaders today.

c. Analyze the significance of the changing role of international political borders and territorial sovereignty in a global economy (e.g., General Agreement on Trade and Tariffs (GATT), North American Free Trade Agreement (NAFTA), World Trade Organization (WTO), European Union (EU)).

d. Describe how international currency exchange rates are determined and their significance.

(*History-Social Science Content Standards*: 12.6)

DOMAIN 6: PRINCIPLES OF GEOGRAPHY
Candidates demonstrate knowledge of the foundations and contexts of the Tools and Perspectives of Geographic Study
Candidates use the tools, theories, and methodologies of geography to analyze the history and current issues of the world's peoples and places. Candidates:

a. Describe the criteria for defining regions and identify why places and regions are important.

b. Explain the nature of map projections and use maps, as well as other geographic representations and technologies (including remote sensing and geographic information systems) to acquire, process, and report information from a spatial perspective.

(*History-Social Science Content Standards*, Grades 6-12, Historical and Social Science Analysis Skills, Chronological and Spatial Thinking, #3)

Geographic Diversity of Natural Landscapes and Human Societies
Candidates make inter- and intra-regional comparisons and analyze the geographic diversity of human societies, using such concepts as density, distribution, growth, demographic transition, culture, and place identification. Candidates:

a. Analyze how unique ecologic settings are encouraged by various combinations of natural and social phenomena, including bio-geographic relationships with climate, soil, and terrain.

b. Analyze the patterns and networks of economic interdependence across the earth's surface during the agricultural, industrial, and post-industrial revolutions, including the production and processing of raw materials, marketing, consumption, transportation, and other measures of economic development.

c. Describe the processes, patterns, and functions of human settlements from subsistence agriculture to industrial metropolis.

d. Analyze the forces of cooperation and conflict among peoples and societies that influence the division and control of the earth's surface (e.g., boundaries and frontiers, the control of resources, centripetal vs. centrifugal forces, spheres of influence).

(*History-Social Science Content Standards*: 11.6.3, 10.5.2, 12.2.6, 7.2.1, 8.12.1, 10.5.2, 11.2.6)

Culture and the Physical Environment
Candidates describe and analyze and discuss the geographic interactions between human activities and the physical environment in the past and present, and plan for the future. Candidates:

a. Describe and analyze ways in which human societies and settlement patterns develop in response to the physical environment, and explain the social, political,

economic, and physical processes that have resulted in today's urban and rural landscapes.

b. Recognize the interrelationship of environmental and social policy.

(*History-Social Science Content Standards*: 6.1.1, 6.1.2, 6.2.1, 6.2.2, 6.4.1 6.5.1, 6.6.1, 6.6.7, 6.7.3, 7.3.2, 7.3.4, 7.4.2, 7.4.4, 7.6.1, 7.6.3, 7.7.1, 7.8.2, 7.8.3, 7.11.3, 8.6.1, 8.6.2, 8.7.1, 8.8.5, 8.12.1, 8.12.5, 10.3.5, 10.4.1, 10.4.2, 10.10.1, 11.1, 11.2.2, 11.2.6, 11.4, 11.5.7, 11.6.3, 11.8.6, 11.11.5, 6.2.8, 6.6.2, 6.7.1, 7.4.1, 10.10, 6.4.6, 6.5.2, 6.5.6, 7.1.2, 7.2.4, 7.7.3, 8.3.5, 8.5.2, 8.8.6, 8.10.2, 8.10.7, 10.5.2, 10.6.2, 10.8.3, 11.4.2, 11.7.2, 11.9.3)

The History-Social Science Single Subject Matter Programs requirements and the carefully prepared Social Science Subject Matter Examination clearly demonstrate the acquisition of subject matter competence in all four domains in the field of Social Studies (history, economics, civics/government and geography) with significant depth and breadth to authorize the holder of a single subject social science credential to teach history, economics, civics/government and geography in the kindergarten through grade twelve California public school system.

Test Structure for
California Subject Examinations for Teachers Social Science

California Subject Examinations for Teachers (CSET): Social Science consists of three separate subtests, each composed of both multi-choice and constructed-response questions. Each subtest is scored separately with a scaled score of 220 for each section.

The structure of the examination is shown in the table below.

CSET: Social Science Examination			
Subtest	Subject Matter Requirement Domains	Number of Multiple-Choice Questions	Number of Constructed-Response (Essay) Questions
I	World History	35	One extended response and one short response
	World Geography	4	One short response
	Subtest Total	39	3
II	U.S. History	35	One extended response and one short response
	U.S. Geography	4	One short response
	Subtest Total	39	3
III	Civics	18	One short response
	Economics	15	One short response
	California History	7	One short response
	Subtest Total	40	3

Passing Standards for CSET: Social Science

Subtest	Item Type	Scorable Items	Possible Score Points	Median of Task Force Recommendations
I: World History; World Geography	MC	35	35	19.2
	CR	3	20	13.7
II: U.S. History; U.S. Geography	MC	35	35	20.2
	CR	3	20	13.8
III: Civics, economics; California History	MC	36	36	19.5
	CR	3	18	13.0

Component score combination rule for all subtest: 70 percent multiple-choice, 30 percent constructed response

Critical Element 1.7: Does the SEA ensure that, since the beginning of the 2002-03 school year, districts only hire highly qualified teachers (including special education teachers, as appropriate) to teach in Title I programs?

Finding: Though the State has implemented procedures to ensure that LEAs hire only highly qualified teachers to teach in Title I programs, the State is not able to ensure that districts have hired only highly qualified teachers to teach in Title I. Similarly, the State is not able to ensure that districts are properly exercising the parental notification requirements.

Further Action Required: The CDE must submit a written plan with specific procedures and a timeline for requiring LEAs in the State to ensure that all teachers hired to teach in Title I programs after the first day of the 2002-03 school year, including special education teachers providing direct instruction in core academic subjects, demonstrate, no later than the end of the 2005-06 school year, that they are highly qualified in each core academic subject they teach, either by passing the State's test for demonstrating subject-matter knowledge or, if the State establishes a HOUSSE, by satisfying HOUSSE procedures established by the State.

CDE Action Taken: When No Child Left Behind (NCLB) act of 2001 was enacted in 2002-03, California's teacher level data system did not enable the CDE to connect teachers' educational background and credential information to their actual classroom assignments. Therefore, the State did not have a mechanism to monitor new teacher hires and their NCLB status by individual school. Since that time, California has been making significant changes to its statewide data collection that will enable the CDE to monitor the NCLB status of all teachers, including new teachers, by individual class in all public schools. The fall 2005 data collection will be the first year in which reporting this data is mandatory for all schools.

In addition, the California Legislature and Governor have appropriated federal funds for a Feasibility Study Report (FSR) for a comprehensive teacher data system for California that would link the teacher information that currently resides in a number of government entities, the CDE, the CCTC, the Teacher Retirement System, County Offices of Education, and local school districts. Such a capability would allow LEAs immediate access to NCLB compliance information when considering a new hire. Further, it would improve the capacity for all agencies to accomplish their individual requirements as well as improve the quality of information available about the effectiveness of public policies and programs directed toward improving our teachers and understand the supply and demand for public school teachers.

Critical Element 1.8: Has the SEA ensured, since the beginning of the 2002-03 school year, that districts that use ESEA Title II, Part A funds to reduce class size hire only highly qualified teachers for such positions?

Finding: As noted in Critical Element 1.7, though the State has implemented procedures to ensure that LEAs hire only highly qualified teachers with ESEA funds to reduce class size, the State is not able to ensure that districts use ESEA Title II funds to reduce class size by hiring only highly qualified teachers.

Further Action Required: The CDE must submit a written plan with specific procedures and a timeline for requiring LEAs in the State to ensure that all teachers hired after the first day of the 2002-03 school year, including special education teachers providing direct instruction in core academic subjects, be highly qualified prior to being hired with ESEA Title II funds to reduce class size.

CDE Action Taken: The Categorical Programs Monitoring (CPM) is the process used in California to assure compliance with the State and Federal program requirements. To address this particular issue, an item has been added to the CPM requiring that only highly qualified teachers can be hired to reduce class size. Beginning with the FY 2005-06 monitoring reviews, districts will be monitored to ensure only highly qualified teachers were hired to reduce class size since FY 2002-03. All districts in the state are on a four year monitoring cycle and will be reviewed for compliance.

Critical Element 1.12: Does the State prepare and disseminate to the public an Annual State Report Card (§1111(h)(1)(C)(viii))? If so, how is it disseminated?

Finding: The State prepares and disseminates, via the State website and mailings to LEAs, an Annual State Report Card. However, the State reported the percentage of classes taught by highly qualified teachers, rather than reporting the percentage of classes *not* taught by highly qualified teachers in various categories.

Further Action Required: The CDE must report to the public and to the Department, as required by §1111(h)(1)(C)(viii), the percentage of classes not taught by highly qualified teachers at all grade levels (and disaggregated by high-and low-poverty schools), as required for the Annual State Report Card. The State has the data to correct this issue and told the monitoring team this information will be amended.

CDE Action Taken: The CDE will report the percentage of classes not taught by highly qualified teachers at all grade levels (and disaggregated by high-and low-poverty schools) beginning with the Annual State Report Card for 2004-05. The CDE will continue to report in the Annual State Report Card the percentage of classes taught by highly qualified teachers at all grade levels (and disaggregated by high-and low-poverty schools). The CDE believes it is clearer and more meaningful to the public and the statewide educational community for the data to be presented in a manner that demonstrates progress toward the goal of having 100 percent of all classes being taught by highly qualified teachers.

Monitoring Area 2: Administration of ESEA Title II, Part A

Critical Element 2.1: Does the SEA allocate funds according to the statute, using the most recent Census Bureau data as described in the Non-Regulatory Guidance (§2121(a))?

Finding: Though the SEA allocates funds using the most recent Census Bureau data, the SEA does not correctly allocate excess administrative funds. The SEA currently allocates excess administrative funds to the LEAs.

Further Action Required: The CDE, as the agency that has not used all of its allotment of administrative funds for that purpose, must consult with the SAHE to determine whether the SAHE needs any of these funds for reasonable and necessary administration of the SAHE-funded subgrants. Remaining funds should then be re-allocated to State Activities.

CDE Action Taken: Currently in California, expenditure of all state and federal funds, require expenditure authority from the California Department of Finance (DOF). When the NCLB, Title II, Part A administration and state activities funds were received, a portion of these funds were authorized to be allocated to local subgrantees (local assistance funds).

A Budget Change Proposal (BCP) has been submitted to rectify the issue of expenditure of the administration and state activities funds. The BCP request the authority to spend funds for the development and operation of a regional network aimed at providing technical assistance to ensure teachers meet the NCLB highly qualified teacher requirements. Further, CDE has adjusted the 2004-05 federal grant funds by no longer allocating these state administration or state activities funds for local assistance grants.

Monitoring Area 4: State Agency for Higher Education (SAHE) Activities

Critical Element 4.2: Does the SAHE have procedures to ensure that eligible partnerships include the required members, i.e., an institution of higher education and the division of the institution that prepares teachers and principals, a school of arts and sciences, and a high-need LEA?

Finding: The SAHE must ensure that grantees adhere to the 50 percent "special rule." The SAHE is implementing procedures to ensure this requirement is met in the next round of allocations.

Further Action Required: For the next round of allocations to eligible partnerships, the SAHE must ensure that no participant uses more than 50 percent of the funds. The provision focuses not on which partner receives the funds, but on which partner directly benefits from them.

SAHE Actions Taken:
The following responds to **Critical Element 4.2—Further Action Required:**

For the next round and further rounds of allocations to eligible partnerships (effective November 1, 2005), all partnerships will be required to submit the attached form certifying that expenditures comply with the requirements of the "50% rule." The form must be included with the initial budget for the full term of the multi-year grant; and also must be submitted concurrently with the submission of each year's Annual Fiscal Report. Through this certification, along with CPEC monitoring, we expect greater awareness of, and compliance with, the requirements of the law.

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
IMPROVING TEACHER QUALITY PROGRAM

CERTIFICATION FOR 50% RULE

THIS CERTIFICATION FORM SHALL BE SUBMITTED WITH THE INITIAL BUDGET AND THE ANNUAL FISCAL REPORT FOR EACH IMPROVING TEACHER QUALITY GRANT. NO INITIAL OR ADDITIONAL GRANT FUNDS WILL BE RELEASED UNTIL THIS FORM IS RECEIVED BY THE COMMISSION.

*G-27 Grantees and subgrantees must keep records that fully show:

- The amount of funds under the…subgrant;
- How the…subgrantee uses the funds;
- The total cost of project activities;
- The share of the cost provided from other sources; and
- Other records to facilitate an effective audit.

*G-29 through G-34. Section 2132(c) of the No Child Left Behind Act of 2001 requires that "No single participant in an eligible partnership" (i.e., no single high-need local education agency (LEA), no single institution of higher education (IHE) and its division that prepares teachers and principals, no single school of arts and sciences, and no single other partner) "may use more than 50 percent" of the subgrant. The provision focuses not on which partner *receives* the funds, but on which partner directly *uses* or *benefits from* them. Some examples are:

- Tuition grant funds, stipends, and substitute costs are considered to be used by the LEA since the funds benefit the teacher participants. Grant funds that pay for books, materials and supplies, and other participant support costs are considered to be used by the LEA.
- IHE faculty time paid by the grant, costs to develop professional development materials, and expenses incurred to conduct the professional development may be treated as funds used by the division of the IHE that bears these costs.
- Grant funds paid as salaries to mentor teachers or adjunct teachers who are employed by a school district may be considered as "used" by the LEA.
- Grant funds paid as contracts to IHE employees to mentor teachers or provide other services in the grant are considered to be used by the division of the IHE that bears these costs.
- Indirect costs are attributable to the partner that "uses" the corresponding funds as direct costs. In most cases, this would be the IHE.

For questions, contact Karen Humphrey at 916-445-1506 or khumphrey@cpec.ca.gov

*This information is found in the *Improving Teacher Quality State Grants, Title II, Part A, Non-Regulatory Guidance*, revised August 3, 2005, Academic Improvement and Teacher Quality Programs, Office of Elementary and Secondary Education, U.S. Department of Education. The *Guidance* is available at http://www.ed.gov/programs/teacherqual/guidance.pdf. This report form is based on a form developed by the Arkansas Department of Higher Education.

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
IMPROVING TEACHER QUALITY PROGRAM

CERTIFICATION FOR 50% RULE

Please list the grant partners separately in the chart below and identify the total *amount* of the grant funds used by each partner and the *percent* of the grant funds used by each partner for the period of the grant being reported (total grant for initial budget; specified year for inclusion in the annual fiscal report).

Institution:	
Project Title:	
Project Director:	
Period Covered:	☐ Initial Budget -OR- ☐ Project Year -
Total grant funds awarded for period:	
Total grant funds used for period:	

Participating Partner	***Amount* of grant funds used**	***Percent* of grant funds used**

Date prepared:	
Fiscal agent's signature:	
Phone number:	
Email:	
Project director's signature:	
Phone Number:	
Email:	

This form can be found at http://www.cpec.ca.gov/FederalPrograms/TeacherQuality.asp.

Return this form with the initial budget or annual financial report to:

Improving Teacher Quality Program
California Postsecondary Education Commission
770 L Street, Suite 1160
Sacramento, CA 95814-3369

ITEM # 16

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2005 AGENDA

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

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the local educational agency (LEA) Plans for LEAs listed on Attachment 1. These plans have met the requirements for full approval.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

As of the September 2005 meeting, the SBE has approved a total of 1,244 LEA Plans. A list of the most recent group of LEA Plans from direct-funded charter schools recommended for full approval is forthcoming in a last minute memorandum.

SUMMARY OF KEY ISSUES

The purpose of the LEA Plan is to develop an integrated, coordinated plan that describes educational services for all students and can be used to guide program implementation and resource allocation.

FISCAL ANALYSIS (AS APPROPRIATE)

There is no fiscal impact to state operations.

ATTACHMENT(S)

A list of LEAs whose plans are recommended for full SBE approval, November 2005, will be provided in a last minute memorandum.

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: October 28, 2005

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

FROM: Gavin Payne, Chief Deputy
for Assessment and Accountability Branch

RE: Item No.16

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

Attached for State Board of Education (SBE) approval is a list of **three** LEA plans for Direct-Funded Charter Schools. These plans are required under NCLB so that LEAs may receive federal categorical funding for educational programs.

With the Board's approval of these **three** LEA plans, a total of **1,247** LEAs will have fully approved plans.

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

Additional LEA Plans Recommended for Full SBE Approval, July 2005

LEA Plans Submitted for Full State Board of Education Approval		
CoDistCode	**SchCode**	**LEAs**
19-64881	0106591	Nia Educational Charter School
19-64733	0102756	CityLife Downtown Charter School
39-68585	0101956	Benjamin Holt College Preparatory Academy

ITEM # 17

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2005 AGENDA

SUBJECT	
No Child Left Behind Act of 2001: Approve Supplemental Educational Services Providers for 2005-07	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the list of providers for Supplemental Educational Services (SES).

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE approved, at the January 2005 meeting, new SES regulations, plus the revised SES providers application and rubric. At the May, July, and September 2005 meetings, the SBE approved providers for 2005-07.

SUMMARY OF KEY ISSUES

Offering SES to low-achieving, low-income students is required by Section 1116(e) of the No Child Left Behind (NCLB) Act of 2001. The CDE is responsible for establishing a list of approved providers, as described in Section 1116 (e)(4) of NCLB.

SES includes “tutoring and other academic enrichment services” that:

- Support the students' standards-based classroom curriculum.
- Are chosen by parents.
- Are provided outside the school day.
- Are research-based and demonstrate program effectiveness.
- Are designed specifically to increase the academic achievement of eligible children.

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

- Element I. Program
- Element II. Staff
- Element III. Research-based and high quality program effectiveness
- Element IV. Evaluation/Monitoring

SUMMARY OF KEY ISSUES

The process for reviewing the applications is as follows:

- Title I Policy and Partnerships Office (TIPP) program consultants review each application twice using an SES rubric based on SBE criteria.
- The TIPP Manager reviews applications that have discrepant scores and a low rating.
- Education Program Consultants provide technical assistance to those whose applications contain deficiencies. Technical assistance is ongoing until deficiencies are corrected.
- Application program descriptions are prepared and compiled for the SBE.

FISCAL ANALYSIS (AS APPROPRIATE)

Federal revenues are apportioned to LEAs to support the use of SES. LEAs must use a minimum of five percent and a maximum of 15 percent of the Title I, Part A allocation for SES, unless a lesser amount is needed. Title V, Part A Innovative Program funds can be also used to support SES.

ATTACHMENT(S)

A last minute memorandum will be provided that will include a list of SES providers recommended for approval.

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: October 28, 2005

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

FROM: Gavin Payne, Chief Deputy Superintendent
Assessment and Accountability Branch

RE: Item No. 17

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

California Department of Education (CDE) staff recommends approval by the State Board of Education (SBE) of the list of 36 providers for supplemental educational services (SES).

At the January 2005 meeting, the SBE approved the new SES regulations, and the revised SES providers application and rubric. Staff used the four-point rubric based on the SBE adopted criteria to evaluate the applications. After SBE approval of the November 2005 list of recommended providers, CDE will post an updated list to the CDE Web site. The list of approved providers will be in effect through June 30, 2007.

Attachment 1: 2005-07 SES Application Summary (1 Page)
Attachment 2: Supplemental Educational Services Provider Information (4 Pages)

2005-07 Supplemental Educational Services Application Summary

During this review period a total of 62 applications were received for consideration at the November 2005 SBE meeting. Following is a summary of these applications.

Applications Recommended	**36 (58% of 62)**
Incomplete Applications	**11 (18% of 62)**
Applications Not Recommended	**13 (21% of 62) (reasons included)** o Description of program elements was unclear. o Application did not fully address all required components. o Application lacked a complete description of the rationale for the instructional program. o Data to support program effectiveness were incomplete.
Applications from PI LEAs that meet SES application criteria and recommended for approval as follows: a) LAUSD, pending USDE decision b) Desert Sands Unified School District, pending exit from PI	**2 (3% of 62)**
Total	**62**

CDE staff used the four-point rubric approved by the State Board of Education in January 2005 to evaluate the applications. After State Board approval of the November 2005 list of recommended providers, CDE will post the list on its Web site. The list of approved providers will be in effect through June 30, 2007.

Distribution by Type of Provider

TYPE	Current Count	11/05 Recommendations	Total
NP	70	13	83
FP	94	15	109
COE	9	1	10
LEA/Non-PI	32	3	35
Charter School (non-PI)	0	1	1
IHE	2	1	3
FBO	13	2	15
Non-PI School	4	0	7
Total	227	36	263

ITEM # 18

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2005 AGENDA

SUBJECT	
Legislative update, including, but not limited to information on legislation from the 2005-06 session.	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) provides this item 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 September 2005 legislative update provided to the SBE included a summary and status of legislative measures from the first half of the 2005-2006 legislative session.

SUMMARY OF KEY ISSUES

The legislative measures presented include bills that fall under the seven principles adopted by the SBE at the September 2004 Board meeting, as well as legislation that may be of interest to the SBE.

The legislature adjourned for the interim recess on September 9, 2005, and will return for the second half of the 2005-2006 legislative session on January 4, 2006. Attachment 1 contains an update of those measures that were signed or vetoed by the Governor.

FISCAL ANALYSIS (AS APPROPRIATE)

The fiscal impact will be noted as appropriate in the legislative summary of each measure.

ATTACHMENT(S)

Attachment 1: Legislative update and list of chaptered legislation that need Board action (8 pages).

Legislative Update

Bills Related to State Board (SBE) of Education Principles

1. Safeguard the State Board of Education adopted academic content standards as the foundation of California's K-12 educational system; the same standards for all children.

AB 726 (Goldberg)
This bill, formerly a measure relating to prioritizing of California content standards in each grade has been gutted and amended and now requires the California Department of Education (CDE) to evaluate the Community-Based English Tutoring (CBET) program. **This measure was vetoed on October 7, 2005.**

AB 1246 (Wolk)
This bill would authorize the Superintendent of Public Instruction to develop preschool learning standards and develop curriculum guides in preliteracy, prenumeracy, history/social science and science. This bill is sponsored by the Superintendent of Public Instruction. **This measure has become a two-year bill.**

SB 684 (Alquist)
This bill would encourage social science educators to include in their instruction the accurate portrayal of affected populations in the continent and subcontinent of Asia during World War II. **This measure was vetoed on October 7, 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 SBE 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 permits a school district that recommends instructional materials for adoption to use those instructional materials as if the materials were adopted by the SBE, unless the SBE, within 180 calendar days, makes written factual findings specific to the particular instructional materials. In addition, the SBE must decide within one year of the receipt of a school district recommendation whether to adopt the recommended instructional materials. A failure of the State Board to act on the recommendation deems the instructional materials adopted for four years, or until the next regular adoption of materials in that category, whichever comes later. **This measure was vetoed on September 29, 2005.**

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 Superintendent of Public Instruction to submit a report recommending strategies to address textbook and instructional materials costs and price efficiency in grades K-12. In addition, it requires the SBE to extend the authorization to use specified instructional materials beyond the regular 6-year adoption and also requires the SBE to consider the cost of the materials and alternatives to traditional textbooks. **This bill was vetoed by the Governor on September 29, 2005.**

AB 564 (Karnette)
This bill authorizes the Superintendent of Public Instruction to work with county offices of education, local education agencies, or other educational entities to form panels to develop reports for high school basic instructional materials in the core courses in grades 9-12. The reports would provide information on the extent to which the instructional materials are aligned to the content standards adopted by the State Board of Education. This bill gives CDE the authority to charge any publisher or manufacturer who want to submit materials for review a fee to cover the cost of the review. This is the same procedure as used to fund follow-up adoptions. This bill is sponsored by the Superintendent of Public Instruction. **This measure was vetoed on October 7, 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 is co-sponsored by the Superintendent of Public Instruction. **This bill was signed by the Governor on September 28, 2005.**

AB 1548 (Pavley)
This bill would require, by January 1, 2008, that publishers or manufactures make adopted instructional materials available in an electronic file format for use by a pupil who is blind or who has a print disability. Additionally, this bill establishes a pilot program that will allow 12 schools to use instructional materials funding to purchase electronic equipment bundled with standards-based, state-adopted instructional materials. **This bill remains on the inactive file on the Senate Floor.**

SB 72 (Committee on Budget and Fiscal Review)
This bill, formerly AB 401 (Levine), requires the Superintendent of Public Instruction to allocate funding to school districts in order to provide supplementary instructional materials specifically for English language learners in kindergarten and grades 1 to 12, inclusive, for the purpose of accelerating those pupils as rapidly as possibly toward grade level proficiency. School districts are eligible for funding of up to $25 per pupil to purchase materials verifies by the State Department of Education. The supplementary

instructional materials must be designed to help English language learners become proficient in reading, writing, and speaking English and would authorize their use only in addition to the standards-aligned materials adopted by the State Board of Education. **This measure was vetoed by the Governor on October 7, 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." AB 430 specifies that training is to include special emphasis on providing additional support to pupils identified as English Language Learners and individuals with exceptional needs. This bill is sponsored by the Superintendent of Public Instruction. **This bill was signed by the Governor on September 28, 2005.**

SB 414 (Alquist)
This measure would extend the Mathematics and Reading Professional Development Program for teachers from July 1, 2006 to July 1, 2012. This bill is sponsored by the Superintendent of Public Instruction. **This measure was vetoed by the Governor on September 29.**

SB 428 (Scott)
This bill would repeal the CBEST and would charge the California Commission on Teacher Credentialing with establishing standards and procedures for the issuance and renewal of teaching credentials in California. **This measure has become a two-year bill.**

5. Maintain the assessment and accountability system (including STAR, EAP, CAHSEE, and CELDT).

AB 482 (Hancock)
This bill would require school districts to administer a second 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 (rather than California) for less than 12 months. **This measure was vetoed by the Governor on October 7, 2005**

AB 1531 (Bass)
This bill would permit a student to satisfy the English language arts or mathematics portion of the high school exit examination by passing an alternative performance assessment offered by his or her school district **or charter** school if the Superintendent of Public Instruction certifies that the alternative performance assessment meets certain requirements and is aligned to state adopted content standards. **This measure was vetoed by the Governor on October 7, 2005**

AB 1057 (De La Torre)
This bill allows the high school exit exam to be administered on Saturdays. **This bill was vetoed by the Governor on September 22, 2005.**

SB 385 (Ducheny)
As amended on August 25, 2005, this measure requires the development and administration of primary language achievement tests for pupils literate in or receiving instruction in their primary language and who have attended school in the United States for less than three years and specifies that scores produced by these tests be used for the calculation of AYP for NCLB and the Academic Performance Index (API) for the State accountability system. In addition, this bill requires CDE to eliminate unnecessary linguistic complexity from the test to the extent possible. **This measure was vetoed by the Governor on October 7, 2005.**

SB 586 (Romero)
This measure delays the CAHSEE for special education students until an alternative to the high school exit examination is implemented. This bill was formerly a measure by Senator Scott on pupil assessment. **This measure was vetoed by the Governor on October 7, 2005.**

SB 755 (Poochigian)
As amended, SB 755 makes needed clean-up corrections to the STAR reauthorization bill, SB 1448 (Chapter 233, Statutes of 2004). The provisions would do the following: Prohibit educators from conducting test preparation for students; Authorize the California Department of Education to release 25 percent of test items in the section that sunsets in 2011; Make clarifying changes to the use of the augmented California Standardized Tests by institutions of higher education. SB 755 also clarifies that English-learners who receive instruction in their primary language, or who have been enrolled in a United States school for less than 12 months, shall be tested in their primary language. These students must also be assessed with the English California Standards Tests. **This measure was signed by the Governor on October 7, 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 has been amended to require the Commission on Teacher Credentialing 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 was vetoed by the Governor on September 22, 2005.**

7. Strengthen coordination between K-12 and higher education.

None at this time.

Other Bills of Interest to the State Board

AB 172 (Chan) Universal Preschool
States the intent of the Legislature to establish and provide a voluntary preschool-for-all system. In addition, AB 172 would require the Superintendent of Public Instruction to prepare a report and submit it to the Legislature before January 1, 2007, regarding the types of preschool programs that receive funding, including data relating to the geographic and income distribution of participants in these programs**.** In addition, the Superintendent shall convene a committee to develop a plan to coordinate the capacity and efficiency of the state system of postsecondary education for the purpose of preparing and training high quality staff in preschool programs. This bill would become operative only if funding is provided for purposes of the bill in a statewide initiative that authorizes universal preschool and is approved by the voters at a statewide election. **This measure has become a two-year bill.**

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 was signed by the Governor on September 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 was signed by the Governor on October 7, 2005.**

SB 912 (Ducheny)
Requires that members of the State Board of Education (SBE) be appointed by the Governor with advice and consent of two-thirds of the membership of the Senate. The members must be comprised of the following: a public school teacher who works or has worked with English language learners, a classified employee of a school district, a professor of education employed by a postsecondary educational institution, an onsite school administrator, a school district superintendent or an associate school district superintendent, three elected members of school district governing board, and two members of the general public. At least one member shall be selected from a school district is located in specific counties listed in the bill. **This bill was placed on the Assembly floor inactive file by Assembly Member Frommer on September 8, 2005.**

Chaptered legislation needing State Board action

SB 281 (Maldonado) This bill establishes, within the State Department of Education, the California Fresh Start Pilot Program to provide fruits and vegetables to children in grades K-12 in order to promote the consumption of nutritious fruits and vegetables by schoolage children. The bill requires the department, in consultation with the Department of Food and Agriculture, the State Department of Health Services, and the State Board of Education, to develop emergency regulations necessary to implement the program and to establish guidelines for the administration and evaluation of the program.

SB 352 (Scott) This bill establishes, within the State Department of Education, the Chief Business Officer Training Program, to be administered by the Superintendent of Public Instruction, with the approval of the State Board of Education. This bill contains other related provisions.

SB 687 (Simitian) This bill, among other things, modifies the model SARC adopted by the State Board of Education by repealing the definition of "unrestricted base level of funding" and requiring a revision to the standardized SARC template which allows for comparing the unrestricted funding per pupil with statewide averages, requiring schools to report expenditures by source, and requiring that the school site average teacher salary be compared to the district and state average teacher salary.

SB 1053 (Scott) This bill establishes, until June 30, 2010, the Local Improvement Program as a pilot project which would allow school districts to apply to the State Board of Education to participate in the program and would limit participation to no more than 15 school districts. This bill requires school districts participating in the program to allocate instructional program funding to participating schools with maximum flexibility in the development and implementation of schoolsite funding in order to support and improve pupil learning.

ACR 30 (McCarthy) This measure urges the State Board of Education and all local school governing bodies to examine current practice and develop plans to increase and broaden emphasis on principles of democracy in the schools of this state.

AB 430 (Nava) Existing law establishes the Principal Training Program administered by the Superintendent of Public Instruction, with the approval of the State Board of Education. Existing law requires the Superintendent to award incentive funding to local educational agencies to provide schoolsite administrators, as defined, with instruction and training in specified areas. Existing law makes the program inoperative on July 1, 2006, and repeals it as of January 1, 2007. This bill changes the name of the program to the Administrator Training Program and changes the reference "schoolsite administrator" to "school administrator." The bill also requires the State Department of Education, by July 1, 2008, and subject to review and approval by the State Board of Education, to develop an interim report concerning the program, as specified, for submission to the Legislature. The bill requires the department, by January 30, 2013, and subject to review and approval by the state board, to develop a final report

concerning the program, as specified, for submission to the Legislature.

AB 869 (Nava) Existing law requires the State Board of Education to adopt instructional materials in designated subject areas for use in kindergarten and grades 1 to 8, inclusive, and to ensure that curriculum frameworks are reviewed and adopted in each subject area consistent with the cycles for the submission of instructional materials. Existing law requires the State Department of Education to incorporate nutrition education curriculum content into the health curriculum framework at its next revision, with a focus on pupils' eating behaviors. This bill requires the state board to adopt, on or before March 1, 2008, content standards in the curriculum area of health education. The bill makes that duty contingent upon the availability of funding.

AB 897 (Coto) Existing law requires the Superintendent of Public Instruction to form an advisory task force, with prescribed membership approved by the State Board of Education, to develop standards for mastery of the braille code by pupils, and to report to the Governor and the Legislature by June 30, 2004. This bill requires the Superintendent to utilize that task force to develop standards for pupils to learn, and to achieve mastery of, the braille mathematics code as they progress from kindergarten and grades 1 to 12, inclusive. This bill requires that these standards be developed for pupils who, due to a visual impairment, are functionally blind or may be expected to have a need to learn the braille code as their primary literacy mode for learning. This bill requires the task force to report to the State Board by March 1, 2006, regarding those standards. This bill also requires the State Board to adopt, by June 1, 2006, braille reading and mathematics standards for pupils who, due to a visual impairment, are functionally blind or may be expected to have a need to learn the braille code as their primary literacy mode for learning.

AB 953 (Coto) This bill requires the Superintendent to make available a list of approved school assistance and intervention teams with which a school district may contract. The bill would require that the list be based on criteria recommended by the Superintendent and adopted by the State Board of Education.

AB 1392 (Umberg) Existing law requires the State Board of Education to grant a one-year waiver from providing a nutritious meal during a summer school session if 2 of 4 enumerated conditions exist, including that the summer school session is less than 4 hours in duration and is completed by noon, that less than 10% of the needy pupils attending the summer school session are at the schoolsite for more than 3 hours per day, that a Summer Food Service Program for Children site is available within the attendance area of the school, and that compliance with the requirement would result in a financial loss in a specified amount relative to food service net cash resources, except as specified. This bill requires a waiver to be granted, by the State Board of Education, if a Summer Food Service Program for Children site is available within a specified proximity to the schoolsite and as to specified hours of operation, or if compliance with the requirement would result in a financial loss, as specified.

AB 1610 (Wolk) Under existing law, the Charter Schools Act of 1992, requires a charter

school to comply with the provisions of its charter and the laws pertaining to charter schools and exempts charter schools from the laws governing school districts, with specified exceptions. Existing law authorizes the governing board of a charter school to request, and the State Board of Education to approve, a waiver of any otherwise applicable provision of law until July 1, 2005, with certain requirements. This bill, instead, makes these provisions operative until January 1, 2007. This bill contains other related provisions and other existing laws.

AB 1721 (Pavley) Existing law requires the Instructional Materials Advisory Panel, before adopting criteria for textbook adoption, to consult with the Office of Education and the Environment, to incorporate, where feasible, education principles for the environment. Existing law requires the education principles for the environment to be incorporated in criteria developed for textbook adoption. This bill repeals that consultation requirement and instead provides that if the State Board of Education determines that the education principles for the environment are not appropriate for inclusion in the textbook adoption criteria, the State Board would be required to collaborate with the office to make the changes necessary to ensure that the principles are included in the textbook adoption criteria.

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2005 AGENDA

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

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) present certificates to Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST) 2004 Presidential Awardees and 2005 California State Finalists.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

This is an annual event.

SUMMARY OF KEY ISSUES

State Board of Education President Green and State Superintendent of Public Instruction O'Connell will present certificates to the 2004 Presidential Awardees and 2005 California State Finalists. The Awardees and Finalists will introduce their guests to the audience.

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

Since 1983 more than 3,000 teachers have been selected to enter the network of Presidential Awardees. They represent a premier group of science and mathematics teachers who bring national and state standards to life in their classrooms. They provide the nation with an impressive array of expertise to help improve teaching and learning while becoming more deeply involved in activities such as curriculum materials selection, research, and professional development for other teachers.
Recognition is given to K-12 teachers in four award groups: (1) elementary mathematics, (2) elementary science, (3) secondary mathematics, and (4) secondary

SUMMARY OF KEY ISSUES

science. The secondary groups may include middle, junior, and senior high school teachers.

Teachers applying for the PAEMST Program must be locally nominated. Anyone (principals, teachers, students, and other members of the public) may nominate a teacher for this distinction. Self-nominations are not accepted.

Each fall, a panel of distinguished educators from California selects five State Finalists from the nominees (two in mathematics and three in science). During the following spring, NSF representatives review the State Finalists and select two (one in mathematics and one in science) as Presidential Awardees. Each Awardee receives $10,000 from the NSF, attends an award ceremony at the White House, and receives a citation signed by the President of the United States.

California's **2004 Presidential Awardees** for Excellence in Mathematics and Science Teaching include:

HONOREES	SCHOOL AND DISTRICT
Valerie Rose-Piver, Mathematics	Hillview Crest Elementary School, New Haven Unified School District
Katrina Williams, Science	Steinbeck Elementary School, Central Unified School District

The 2005 **State Finalists** for Excellence in Mathematics and Science Teaching are:

HONOREES	SCHOOL AND DISTRICT
Susan Schreibman Ford, Mathematics	Delhi High School, Delhi Unified School District
Peg Cagle, Mathematics	Lawrence Gifted/Highly Gifted Magnet School, Los Angeles Unified School District
Caleb Cheung, Science	Frick Middle School, Oakland Unified School District
Susan Deemer, Science	Katherine Delmar Burke School in San Francisco
Catherine Nicholas, Science	Rio Norte Junior High School, William S. Hart Union High School District

FISCAL ANALYSIS (AS APPROPRIATE)

Minimal expense for certificates and travel costs.

ATTACHMENT(S)

None

ITEM # 20

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2005 AGENDA

SUBJECT	
Standardized Testing and Reporting Program: Designation of Achievement Test and Standardized Testing and Reporting Contractor	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) adopt the Superintendent's recommendation regarding the designation of a Achievement Test and Standardized Testing and Reporting Contractor.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) authorized the release of the Request for Submission (RFS) for the Standardized Testing and Reporting (STAR) Program at its July 2005 meeting. The RFS was released to potential bidders on July 11, 2005, and submissions were due to the California Department of Education (CDE) on September 1, 2005. The RFS specifies issuance of a four-year contract (January 2006 through December 2009) contingent on the annual budget process for administering the STAR Program for the 2006-07, 2007-08, and 2008-09 school years.

The RFS included five of the six STAR Program tests; three continuing and two new ones. The continuing tests included in this RFS are the:

- California Standards Tests (CSTs) for grades two through eleven
- California Alternate Performance Assessment (CAPA) for students with significant cognitive disabilities in grades two through eleven
- National norm-referenced test (NRT) for grades three and seven

The two new tests are the:

- Standards-based Test in Spanish (STS) for grades two through eleven
- New Alternate Assessment (NAA) for students with moderate cognitive disabilities in grades two through eleven—this test is now identified as the California Modified Assessment (CMA).

The sixth test in STAR is the designated primary language test which is administered under a separate contract.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The work to be completed in response to the RFS includes:

- Administering, scoring, reporting, and analyzing results for the tests within the STAR Program.

- Continuing development of the CSTs, CAPA, and STS. (ETS is developing and field testing grade two, three, and four items under its current contract.)

- Revising the CAPA blueprints for submission to the State Board of Education (SBE) for approval.

- Developing the CMA, including developing blueprints for SBE approval, developing and field testing items, and developing operational tests to be administered beginning in spring 2008.

- Maintaining the state assessment item bank during the life of this contract. The item bank will include items for the California High School Exit Examination (CAHSEE) and the California English Language Development Test (CELDT), in addition to the items for all components of the STAR Program except for the NRT.

SUMMARY OF KEY ISSUES

The CDE received six submissions from the following four companies:

- CTB/McGraw-Hill
- Educational Testing Service (ETS)
  Note: ETS submitted three submissions with three different (NRTs)
- Harcourt Assessment, Inc.
- Pearson Educational Measurement

The review of the submissions was conducted in two parts using two separate panels:

- Section 3.4 of the Request for Submission, the norm-referenced test component, was evaluated between September 12 and 14 by a panel comprised of a testing director and teachers of grades three and seven. Staff from CDE provided program and technical support to the panel during the evaluation process.

- All other components were evaluated the week of September 26, by a panel of fourteen, including district testing directors, evaluators, curriculum specialists and members of the CST English-language arts and mathematics Assessment Review Panels. The panel members represented large and small districts, county offices of education, urban and rural areas, and a broad range of geographical areas. The panel included members with technical backgrounds and experience

SUMMARY OF KEY ISSUES

with administering the STAR Program. Staff from CDE provided program and technical support to the panel during the evaluation process.

Areas of concern for the SBE, as indicated at the July 2005 SBE meeting, included better communication on how to use the STAR data for education program analysis; expediting of individual student results; reporting on the status of item development on a periodic basis to the SBE; increasing the reliability of cluster scores; and continued development of the two new tests.

FISCAL ANALYSIS (AS APPROPRIATE)

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

ATTACHMENT(S)

The State Superintendent of Public Instruction's recommendation along with a summary of the panel findings will be provided as a last minute memorandum.

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: November 2, 2005

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

FROM: Gavin Payne, Chief Deputy Superintendent
for the Assessment and Accountability Branch

RE: Item No. 20

SUBJECT: Standardized Testing and Reporting Program: Designation of Achievement Test and Standardized Testing and Reporting Contractor

Background

California *Education Code* (*EC*) Section 60640 establishes the Standardized Testing and Reporting (STAR) Program. The law requires that schools administer to each of their students in grades three and seven the achievement test designated by the State Board of Education (SBE) and the standards-based achievement tests for students in grades two through eleven, until 2008. In 2008, the standards-based achievement test for grade two will be removed. The achievement test referenced is a national norm-referenced test intended to measure achievement in general skills. The standards-based achievement tests are intended to measure the degree to which students are achieving California's content standards in mathematics, English-language arts, history-social science, and science.

EC Section 60642(b) authorizes the SBE to designate an achievement test for grades three and seven based on the State Superintendent of Public Instruction's (SSPI) recommendation. *EC* Section 60642.5 requires the SSPI, with approval of the SBE, to provide for the development of California Standards Tests (CSTs).

Request for Submission

The current contract for the STAR Program ends December 31, 2006. To ensure continuity and a smooth transition between contractors, the new contract should begin about January 1, 2006. The California Department of Education (CDE) prepared a Request for Submission (RFS) for the STAR Program and brought it to the SBE for initial discussion in May 2005 and further discussion and approval in July 2005.

In May, 2005, the SBE discussed key issues for the RFS. These issues included asking bidders to propose how to: (1) use the CST released test questions to illustrate the meaning of the CST performance levels; (2) assist school districts in using STAR results for education program analysis; (3) expedite the return of test results so that districts would receive results within three to six weeks of completing testing; (4) describe how to increase the reliability coefficient for each CST reporting cluster; and (5) design test

materials to allow students to take additional end-of-course tests, such as Algebra I, based on course completion rather than enrollment grade.

Other key issues included the continued development of tests being developed in 2005 and continuation of item development. The SBE wanted to ensure that the successful bidder would continue development of the new STS with rigor equivalent to the CSTs and the CMA for students with disabilities. These tests have been added to the STAR Program in response to recently passed state legislation and additional federal flexibility. The SBE also asked to receive periodic updates on the status of item development for all tests, and asked that the RFS address having the successful bidder assist the CDE and the SBE in developing a long-term assessment plan.

CDE, SBE, and Department of Finance (DOF) will negotiate the successful bidder's responses to these key issues to finalize the Scope of Work (SOW) which will be brought to the SBE at its January 2006 meeting.

RFS Process

The RFS included five of the six STAR Program tests; three continuing and two new tests. The continuing tests included in this RFS were the (1) California Standards Tests (CSTs) for grades two through eleven, (2) California Alternate Performance Assessment (CAPA) for students with significant cognitive disabilities in grades two through eleven, and (3) a national norm-referenced test (NRT) for grades three and seven. The two new tests, in initial development phase with the current contractor, are the (1) Standards-based test in Spanish (STS) for grades two through eleven and (2) New Alternate Assessment (NAA) for students with moderate cognitive disabilities in grades two through eleven—this test is now identified as the California Modified Assessment (CMA). The sixth STAR test is the designated primary language test, Aprenda 3, which is currently administered under a separate contract.

To ensure a fair and appropriate process for all submitters, the RFS provided Web addresses for STAR resources, such as coordinator manuals and the directions for administration, as well as information about test design, copies of the test blueprints, and a listing of item bank content. Additionally, all bidders were able to submit questions to clarify what was being asked for in the RFS, and the complete list of questions and answers were posted as well as sent to the bidders who had submitted an intent-to-submit form. These various resources were made available to ensure that all bidders were provided the same information and had an equal opportunity to become familiar with the complete context of the STAR Program.

The RFS directed the bidders to describe their assessment programs and achievement test in the following critical areas: communication with and support to school districts; test security; content of the NRT; item development and the item bank; ordering, production, and delivery; scoring and analysis; management/staffing and capacity; and the cost proposal.

The RFS was released to potential bidders on July 11, 2005, and submissions were due to the CDE on September 1, 2005. The contract awarded through this RFS will cover three test administration cycles (2007, 2008, and 2009) and will be in effect from January 1, 2006, through December 31, 2009, contingent upon funding through the annual budget process. The SBE has the option of extending the contract for the 2010 and/or 2011 test administration cycles, contingent upon legislation and continued funding.

Review of Submissions Process

The CDE received six submissions from four companies: California Test Bureau/McGraw-Hill (CTB/McGraw-Hill or CTB); Educational Testing Service (ETS) - three submissions, each with a separate NRT; Harcourt Assessment (Harcourt); and Pearson Educational Measurement (Pearson). The three NRTs submitted were the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey), submitted by CTB, ETS, and Pearson; the Iowa Tests of Basic Skills, Abbreviated (ITBS), submitted by ETS; and the Stanford Achievement Test, Tenth Edition, Abbreviated (Stanford 10), submitted by ETS and Harcourt.

Two panels were established to review the submissions. One panel (NRT Panel) reviewed only the norm-referenced test (NRT) requirements. The second panel reviewed everything in the submission except the NRT, including item and test development, administration, scoring, and reporting. The NRT Panel met September 12 through 14, and the second panel met September 26 through 30. For each review, the order for reviewing the submissions was determined by random drawing of the test or bidder names.

1. The NRT panel consisted of third and seventh grade teachers, a district testing director with a technical background, and CDE technical staff members. The panel members reviewed the four NRTs for the following elements:

    - All technical elements, including but not limited to the development process, the norming sample, the statistical methodologies used during development, and the descriptive and inferential statistics provided in the technical reports.

    - Appropriateness of content and format for grades three and seven.

    - Clarity of directions.

    - Alignment, to the extent possible, with the state's English-language arts and mathematics content standards.

2. The second panel consisted of 14 members including Assessment Review Panel (ARP) members, a member of the state assessment Technical Advisory Group, district and county testing directors, district data management specialists, and CDE staff with expertise in working with special education students, statistics, and the state's accountability programs. Staff members of the CDE's Standards

and Assessment Division provided technical support to the panel. The panel reviewed the submissions for responses related to the following requirements:

- Providing a comprehensive program plan and providing program support services to school districts.
- Ensuring test security.
- Maintaining the CDE electronic item bank
- Developing items and tasks for the CSTs, STS, CAPA, and CMA, including an item utilization plan.
- Developing test forms, test booklets, and answer documents, providing pre-identification services and ordering processes for local education agencies (LEAs), and producing and packaging testing materials.
- Reporting test results, preparing technical reports, and conducting other analyses.
- Providing appropriate management and staffing.
- Providing cost proposals that could reasonably support the resources required for each component task.

Concurrently, all panel members individually reviewed each proposal against the RFS evaluation criteria. At the completion of the individual reviews of each proposal, the panel members convened to discuss each proposal. Panel members arrived at a consensus score for each evaluation criterion. After scoring, panel members had an opportunity to comment on any area they believed might require clarification.

Prior to the second panel's review, the CDE requested that the ETS explain any differences in the company's three submissions. An e-mail response from the ETS stated that the only differences among the submissions were:

1. The NRT is completely unique to each test publisher.
2. Component Task 3.11 C in the Riverside proposal explains how Pearson will pass a data file to Riverside for NRT scoring. This process is unique among the ETS' NRT vendors. Each proposal contains resumes specific to the NRT publishers, but the ETS text is the same for all three proposals. Related Experience sections are specific to the NRT publishers' experience, but the ETS text is the same for all three proposals. The Portion of Work section specifically references the name of the NRT publisher, but the portion of work is the same for each NRT publisher. The letter of agreement is also specific to each NRT publisher. In the cost proposal, all NRT-related costs are listed under the entries for "NRT Costs."

Based on this information, the second panel reviewed and evaluated the ETS submission that included the CAT/6 Survey as the proposed NRT and assigned the same comments and scores to the submission that included the Stanford 10 as the proposed NRT. The panel then reviewed Component Task 3.11 of the ETS submission that included the ITBS as the proposed NRT. The panel had no additions or deletions to the comments for this Component Task. Therefore, the only differences among the summary comments and scores for the three ETS submissions are for Component Task 3, the NRT.

General Findings from the Panel Reviews

Panel members acknowledged that all the bidders are nationally recognized in the testing industry. The RFS had a total of 200 possible points that the bidders could earn. ETS scored the highest in five out of the eight areas and received the highest overall score of 182 points. Harcourt received the next highest score with a total of 165 points. The attached Summary of Scores and Costs displays the points for each bidder from the Scope of Work Evaluation with the total costs.

Following are strengths and weaknesses the panel noted in each proposal.

ETS

Strengths

- Evaluated the quality of their current work and noted areas in which continuous improvement would be beneficial, addressing options for improving both the STAR Program and the quality of the contractor's services.

- Provided a comprehensive list of chapter headings from which evaluation standards would be selected for the quality control audit.

- Described a long-term assessment plan that was straightforward and clear and included principles that should be used when developing such a plan. Proposal addressed all tests as well as the need for the STS and CMA to maintain the same rigor as the CSTs and CAPA.

- Proposed a good mix of presentation methods to train district STAR coordinators, including monthly Web casts. Staff identified as presenters appear well trained and experienced.

- Proposed a good method for selecting items for release. Provided examples to illustrate the meaning of performance levels and proposed producing pamphlets for parents.

- Addressed communication strategies for working with both large and small districts, including collaboration with county superintendents to reach the smallest districts.

- Provided a very comprehensive discussion of security, including the storage and security of backup files.

- Addressed the addition of new assessments to the item bank and allocated significant resources to incorporate CAPA tasks into the bank. Discussed maintaining, enhancing, and safeguarding the item bank, and addressed security for different users.

- Documented the curriculum experience of ETS staff working on item development, including an appropriate mix of staff experience and expertise in general education and special education and included Spanish bilingual/biliterate staff.

- Provided an item utilization plan that identified where new items are needed by standard.

- Provided three options for increasing the reliability of reporting standards by cluster and recommended only one— using the Objective Performance Index.

- Provided a specific and useful description of pre-ID options, including providing for both pre-ID labels and answer documents, and addressed matching documents when end-of-course tests are administered on separate answer documents.

- Included options, with the drawbacks and advantages of each, for expediting the return of test results to schools.

- Provided a thorough explanation of forms design for students with disabilities.

Weaknesses

- Cost proposal was sometimes not in line with the services to be provided. Only 36 hours are allocated for maintaining startest.org, the Internet site that is a primary communication vehicle for information about the STAR Program.

- Lacked clarity in description of methods of handling security breaches; however, ETS provided a set of responsibilities for test site auditors.

- Included no field testing of writing prompts and proposed that the majority of CMA items will come from the existing item bank, indicating that the items will be repurposed without addressing any potential impact on the CSTs. The panel was not clear if repurposing items was appropriate. Stand-alone field testing for STS and CMA was not addressed.

- Lacked clarity on information about how CDE and districts will be able to track material deliveries and processing.

Harcourt

Strengths

- Included a complete quality control audit section that provided a good sense of what to evaluate to determine how well the STAR Program is working.

- Recommended ensuring that the look and feel of the STAR Program remain consistent when transitioning to a new contractor.

- Provided a plan to staff the help desk during peak periods that included a mock demonstration to ensure familiarity with manuals and other documents about which calls may be received.

- Proposed using a California Regional Assessment Network under the auspices of the county superintendents to work with districts. The network would include 11 half-time positions to develop training modules and train a cadre of 58 trainers.

- Proposed a STAR Assessment Institute that expands upon post-test workshops.

- Proposed Benchmark Tracker software that includes a reporting system diagnostic tests, and teacher reference tools. However, documentation of the quality of the diagnostic test questions and their alignment with California content standards was questioned by the panel. The panel also had questions about who would pay for these services.

- Description of the item utilization plan showed excellent effort and understanding of the issues involved. However, pages 286-287 proposed that item development for year one and beyond “should be designed to stand independently since it will be used to service a stand-alone CRT test, devoid of NRT collaboration.” Panel members found this confusing since all CSTs have been stand alone since 2003.

- Proposed a Rapid Forms Development Tool that appeared useful for ensuring that test forms adhere to all technical requirements, but the section did not appear to address tests other than the CSTs.

Weaknesses

- Most costly submission received.

- Dates used in the narrative schedule and for specific activities do not always match.

- Description of Web sites for STAR test coordinators was unclear. The panel did not know if the bidder intended having two Web sites for STAR test coordinators or if their Spectrum system would replace Startest.org, the current Web site.

- Concern expressed by panel about security available for the Spectrum system that districts could use to print reports, correct data, order materials, etc.

- Provided minimal responses in the sections on releasing test questions, fully communicating the meaning of the performance levels with the use of released test questions, assisting school districts with interpretation of STAR Program data, item bank, test specifications, and reporting cluster reliability, with the responses stating that the company will do what is required without any elaboration.

- Proposed only 15 site visits, nominated by school districts, for security investigations. The panel felt this number was unrealistic given the numbers of schools districts in California.

- Addressed sampling in the field test plan but did not include any logistics as asked for in the RFS.

- Did not provide a clear explanation in the response to expediting the return of scores.

- Mentioned using national experts on special education issues, but did not explain how often or for what areas.

- Described the Bookmark Method for standard setting, but provided no logistical details for using it in California.

- Did not provide a budget for designing and constructing answer documents.

CTB

Strengths

- Proposed using the Bookmark method of standards setting to identify released questions that exemplify a range of performance levels. This area was well thought through and went beyond the minimum requirement of the RFS.

- Proposed a Web site with different sections for students, parents, teachers, and test coordinators.

- Provided a well thought-out proposal for assisting school districts in using data from the STAR Program and proposed providing workshops, posters, and leadership guides for program evaluation, and an online professional development center.

- Proposed using their Objective Performance Index (OPI) for making reporting cluster scores more accurate and reliable; the OPI, however, would be difficult to explain to the public.

- Described software for designing test forms that appeared to be very good.
- Included good quality-control processes.

Weaknesses

- Did not always fully address the RFS requirements in key areas, e.g., the help desk having sufficient capacity during peak times, and ensuring test security.
- Indicated that pre-existing errors or data integrity issues with the item bank were outside of the RFS requirements.
- Provided a minimal response to the item bank section, stating that the company will do what is required without any elaboration.
- Identified few curriculum experts in the proposal for item development.
- Included embedding a writing field test into the live test, which would significantly increase testing time.
- Provided a confusing item utilization plan in the panel's opinion.
- Proposed offering only pre-ID labels for student answer documents rather than providing pre-ID answer documents.
- Did not appear to provide a description of the CAPA scoring reliability studies.
- Concern expressed about the company's capacity to provide statewide professional development on curriculum and instruction.
- Provided a confusing proposal for expediting the return of results in the panel's opinion.

Pearson

Strengths

- Proposed a research alliance of nationally recognized experts that appeared beneficial, but funding for this was minimal.
- Provided a good response for the help desk, including criteria for staff selection and trainings, as well as forecasting to determine scheduling needs, but the cost proposal appeared to include insufficient hours for this activity.
- Proposed additional support and training for large school districts, but did not address the needs of small school districts.

- Presented the idea of using Item Response theory in selecting released items to communicate information about performance levels; a good idea but may be difficult to explain to parents.

- Proposed a strong section on test security, but the panel had questions about FTP security for transferring test forms.

- Proposed using the Objective Performance Index to improve the reliability of reporting cluster results; however this may be difficult to explain to parents.

- Proposed using software to model test forms, which appears to be an excellent idea.

- Proposed using parallel test forms to expedite the return of results to school districts, an idea the panel felt is reasonable and appropriate to discuss.

- Proposed an interesting sample teacher report that includes results for individual students.

Weaknesses

- Concern expressed by the panel about the number of companies that Pearson planned to use and their ability to coordinate all of them.

- Proposed frequent suggestions about how they could improve current CDE work, such as preplanning to avoid last-minute SBE items, which the panel found offensive.

- Suggested establishing a Website separate from the current Startest.org for STAR test coordinators, whereas the RFS required them to receive, host, and maintain Startest.org.

- Provided few or no details in their response on workshops for STAR test coordinators.

- Proposed, as an option, one-day institutes to assist school districts with communicating about the STAR Program, but attendance would be limited to one person per school district. The panel expressed concern about districts receiving training for only one person.

- Concern expressed by the panel about the proposal to have a county office of education investigate testing irregularities for their school districts.

- Did not clearly address activities for the item bank. Did not address including either the CAPA or CELDT in the bank.

- Described item development staff of which the majority appeared to have marketing and computer science backgrounds with few staff possessing teaching or curriculum experience.

- Proposed time for item production and review appeared to be too short.

- Proposed a confusing item utilization plan. The panel could not determine how released and replacement items would be handled.

- Contained inconsistencies between and among sections related to the numbers of field test items, pages in answer documents, pages in writing booklets, etc.

- Indicated that school districts can suggest changes to the CDS master file, which is not allowed.

- Did not provide a description for providing student data files to CDE that was responsive to the RFS.

NRTs

CAT/6 Survey

Excellent technical presentation. The discussion of test production, item selection, and test form development revealed a highly sophisticated and thorough test development process. The panel was concerned about changing norms because of the Academic Performance Index (API) and the effect on district trend lines. They were also concerned about the age of the norms in 2009, if a norm change is not made. The panel thought that the content was excellent. A review of the test showed that the test is cognitively challenging, well aligned to California standards for this type of test, and appropriate for these grade levels. In addition, the test format is of high quality and aesthetically pleasing.

ITBS

Fair technical presentation. The bidder described a robust test development process; however important components were unclear or missing (e.g., criteria for item replacement, limitations for item replacement, unclear about the interpretation of scores after item replacement, vast majority of the technical information provided pertains to Form A, not for Form B which was submitted). Much of the discussion of technical elements focused on the desirable characteristics of a test rather than the characteristics of this specific test. The actual norms for 2005 were not provided, and in several instances specific 2005 norms were said to be available on request, but were not provided. No technical data were provided for the spelling section of the survey form, and the limited number of spelling items would result in low reliability. The test forms submitted demonstrated adequate alignment to standards for this type of test; however the range of difficulty was targeted at a level lower than is desirable. State law

requires the reporting of a spelling score. There is not a separate spelling score provided for the survey form; the items are embedded in the language score.

Stanford 10

Fair technical presentation. The panel found the test to be technically sound and of high quality. However, the discussion of the technical information presented consisted primarily of defining the statistics without interpreting the performance of this test. The bidder provided limited information regarding inclusion of replacement items and information concerning accommodations used during standardization and the interpretation of accommodated scores. The survey battery takes an hour longer to administer than the current NRT and is likely longer than needed for the state's purpose. Generally, the language load of the test was high. The format of questions invited confusion, primarily due to large blocks of white space and the layout of the math problems. The tests were grade-level appropriate and were well aligned with California content standards for a test of this type. The panel had a question as to whether the tests would be produced in color (as presented) or black and white.

Cost Proposals

ETS

The cost proposal reasonably reflected proposed activities and demonstrated a clear connection between proposed activities and budget amounts. The cost proposal clearly appeared to allocate sufficient staff and resources; however, it did not provide staff hours or costs for some subtasks. The proposal described a plan to complete those subtasks, but no notation was made in the cost proposal as to staff hours or costs.

Harcourt

The cost proposal reasonably reflected proposed activities; however it did not provide total per-pupil costs under the category of Administrative and Program Support Costs. It demonstrated a clear connection between proposed activities and budget amounts. The cost proposal adequately appeared to allocate sufficient staff and resources; however, it did not provide staff hours or costs for some subtasks. The proposal described a plan to complete those subtasks, but no notation was made in the cost proposal as to staffing hours or costs. The cost proposal also acknowledged that the hours in the cost proposal were only approximately the same hours as in the management and staffing plan section of their submission.

CTB

The cost proposal reasonably reflected proposed activities. It demonstrated a clear connection between proposed activities and budget amounts; however, NRT costs reflected only costs for replacement of items if necessary. The total cost for the NRT as a separate test was not reflected in the cost proposal. The budget adequately appeared to allocate sufficient staff and resources.

Pearson

The cost proposal reasonably reflected proposed activities. It appeared to demonstrate a clear connection between proposed activities and budget amounts; however, it included a grand total of $22,425,729 under “miscellaneous” in the cost detail (Appendix 10) under various subtasks and did not provide break-out operating expenses in the cost proposal detail. The bidder stated that operating expenses were included in the overall price (not priced separately). The budget adequately appeared to allocate sufficient staff and resources, but it acknowledged that the total hours in the cost proposal differ from the totals reported in the management and staffing plan section of their submission.

Attachment 1: Summary of Scores and Costs
Standardized Testing and Reporting (STAR) Program Request for Submissions (1 Page)

Attachment 2: Cost Proposal Summary (2 Pages)

Attachment 3: State Superintendent of Public Instruction’s Letter (2 Pages)

Summary of Scores and Costs
Standardized Testing and Reporting (STAR) Program Request for Submissions

Bidder	Possible Score	CTB	ETS w/CTB	ETS w/Harcourt	ETS w/Riverside	Harcourt	Pearson
NRT		CAT/6	CAT/6	Stanford 10	ITBS	Stanford 10	CAT/6
3.1 through 3.3 (Comprehensive Plan, Program Support, and Test Security)	25	19	23	23	23	21	16
3.4 (Norm-referenced Test)	10	9	9	6	5	6	9
3.5 through 3.7 (Item Bank, Data Management, Item and Task Development, Test Forms, Booklets, and Answer Documents)	40	27	35	35	35	35	27
3.8 through 3.10 (Pre-ID, Ordering, Test Materials Production/Packaging/Shipping, Delivery and Collection)	25	18	23	23	23	22	20
3.11 and 3.14 (Test Processing, Scoring, Analysis and Technical Report and Other Analyses)	25	16	23	23	23	21	20
3.12 through 3.13 (Reporting Results to LEAs, Reporting Results to CDE)	20	18	18	18	18	16	15
5.2 D and E (Management and Staffing and Related Capacity and Experience)	30	20	28	28	28	26	20
Cost Proposal	25	20	23	23	23	18	18
TOTAL	**200**	**147**	**182**	**179**	**178**	**165**	**145**
Total Proposed Costs:		$155,017,214	$169,286,147	$186,798,792	$167,235,464	$189,425,225	$156,111,752

NRT Portion of Total Costs:	* 25,717	$9,758,115	$27,270,760	$7,707,431	$2,923,502	$7,120,551

**CTB cost proposal reflected only costs of replacement of items if necessary under NRT costs. The total cost for the NRT as a separate test was not reflected in the CTB cost proposal.*

COST PROPOSAL SUMMARY

	CTB*	ETS**	Harcourt	Pearson
NRT:	CAT/6 Survey	CAT/6 Survey	Stanford 10	CAT/6 Survey
Costs by Test (total costs for three complete administrations)				
Administrative & Program Support	$ 23,733,765	$ 17,976,553	$ 29,466,568	$ 36,156,531
NRT Costs	$ 25,717	$ 9,758,116	$ 2,923,502	$ 7,120,551
CST Costs	$ 107,972,009	$ 113,700,344	$ 131,340,001	$ 78,596,116
CAPA Costs	$ 5,018,418	$ 5,596,820	$ 3,574,968	$ 8,270,595
NAA Costs	$ 7,043,367	$ 9,782,101	$ 12,254,407	$ 11,195,822
STS Costs	$ 11,223,938	$ 12,472,218	$ 9,865,778	$ 14,772,135
Total Costs	**$ 155,017,214**	**$ 169,286,152**	**$ 189,425,224**	**$ 156,111,750**

PER PUPIL COSTS

Per Pupil Costs by Test -- **2007 Administration**				
Administrative & Program Support	$2.17	$0.97	not provided	$2.22
NRT Costs*	$0.02	$3.33	$1.00	$2.46
CST Costs	$7.52	$7.65	$8.86	$5.31
CAPA Costs	$43.43	$40.41	$25.45	$50.54
NAA Costs	$23.08	$73.17	$153.62	$40.56
STS Costs	$50.31	$42.67	$37.75	$63.02
Total Per Pupil Cost	**$11.01**	**$226.68**	**$226.68**	**not provided**
Per Pupil Costs by Test -- **2008 Administration**				
Administrative & Program Support	$1.33	$0.95	not provided	$1.78
NRT Costs*	$0.00	$3.34	$1.00	$2.42
CST Costs	$7.06	$7.60	$8.78	$5.28
CAPA Costs	$28.14	$36.44	$22.88	$46.47
NAA Costs	$23.84	$33.04	$42.87	$34.33
STS Costs	$36.39	$44.69	$35.72	$36.60
Total Per Pupil Cost	**$9.46**	**$111.25**	**$111.25**	**not provided**
Per Pupil Costs by Test -- **2009 Administration**				
Administrative & Program Support	$1.04	$0.97	not provided	$1.80
NRT Costs*	$0.00	$3.34	$1.00	$2.42
CST Costs	$7.07	$7.56	$8.71	$5.17
CAPA Costs	$29.04	$35.38	$23.34	$68.85
NAA Costs	$23.73	$28.45	$43.07	$41.66
STS Costs	$34.49	$34.02	$30.76	$29.91
Total Per Pupil Cost	**$9.17**	**$8.87**	**$106.88**	**not provided**

*CTB cost proposal reflected only costs of replacement of items if necessary under NRT costs. The total cost for the NRT as a separate test was not reflected in the CTB cost proposal.

** ETS submitted proposals with three separate NRTs. ETS cost proposals were identical except for the NRT costs. The CAT/6 Survey costs are reflected in the table above, the costs for the other two NRTs are shown below:

ETS Submissions	NRT Costs	Per Pupil Costs
ETS with Stanford 10 NRT		
2007 Administration	$ 8,663,498	$8.90
2008 Administration	$ 9,119,233	$9.32
2008 Administration	$ 9,488,029	$9.76
Total NRT Costs	$ 27,270,760	

ETS with ITBS NRT		
2007 Administration (NRT only)	$ 2,553,297	$2.62
2008 Administration (NRT only)	$ 2,584,675	$2.64
2009 Administration (NRT only)	$ 2,569,459	$2.64
Total NRT Costs	$ 7,707,431	

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

CALIFORNIA
DEPARTMENT OF
EDUCATION

1430 N STREET
SACRAMENTO, CA
95814-5901

November 3, 2005

Ruth Green, President
State Board of Education
1430 N Street, Suite #5111
Sacramento, CA 95814

Dear President Green and Members of State Board of Education:

State law requires that I provide to you my recommendation for the selection of the next Standardized Testing and Reporting (STAR) Program contractor for grades 2 through 11 and a norm-referenced test (NRT) for grades three and seven. I am sure you understand how important this decision is as well as the impact this decision will have on our continued efforts to implement a strong and comprehensive assessment program. We were fortunate to receive proposals from four companies: CTB/McGraw-Hill (CTB); Educational Testing Service (ETS) (submitted three proposals, each with a separate NRT); Harcourt Assessment (Harcourt); and Pearson Educational Measurement (Pearson). The three NRTs submitted are the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey), submitted by CTB, ETS, and Pearson; the Iowa Tests of Basic Skills, Abbreviated (ITBS), submitted by ETS; and the Stanford Achievement Test, Tenth Edition, Abbreviated (Stanford 10), submitted by ETS and Harcourt.

After weighing all the evidence, I recommend the proposal submitted by ETS, which includes, for the NRT, the CAT/6 Survey.

Our submission and evaluation process was designed to ensure fairness and to arrive at a decision that accurately reflected the requirements set forth in the RFS approved by you at your July, 2005 State Board of Education (SBE) meeting. The process was extremely successful and provided me the information necessary to arrive at this recommendation. We had teachers; school district testing, evaluation, and curriculum staff; and California Department of Education (CDE) staff help us evaluate the proposals. They served on panels to review the comprehensive plan and schedule; program support and test security; the content and technical quality of the NRTs; item bank, item development, and test form, test booklet, and answer document construction; ordering, production, and delivery; scoring, analysis, and technical report; reporting test results; management/staffing and corporate capacity; and the cost

proposal. A summary report from the panel's review provides an evaluation of the strengths and weaknesses of each proposal.

The review of the proposals identified ETS as the strongest proposal. This result reflects the panel's consensus opinion that ETS provided the most solid, well-written proposal that clearly described how they would administer the STAR Program and provide CDE and SBE with the necessary support to carry on the critical elements to maintain and improve our world-class assessment system. The three other proposals often had minimal responses without appropriate elaboration.

My recommendation not only reflects respect for the panel's deliberation and consensus, but also is based on selecting a proposal that will best meet the challenges that the future holds for the STAR Program. As the demands on the STAR Program and accountability system increase (development of two new tests, upcoming federal peer review of the state's assessment and accountability system and the changing state and federal landscape), the state will benefit at this time from selecting ETS as the contractor for the STAR Program.

The SBE faces an important decision in choosing the contractor most capable of managing the STAR Program. After careful review of all the proposals and recommendations offered by the review panels, I believe ETS has submitted the strongest proposal for meeting the STAR Program's long-term needs. I recommend ETS as the designated STAR contractor with the CAT/6 Survey as the NRT.

Sincerely,

JACK O'CONNELL

JO:jc:ds

ITEM # 21

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2005 AGENDA

SUBJECT	
National Assessment of Educational Progress: Summary of 2005 results for California and the Nation	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) provides the following item 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 results of the 2003 National Assessment of Educational Progress (NAEP) reading and mathematics assessments were presented to the SBE in November of 2003. In July of 2004 a presentation was made by Educational Testing Service (ETS) on the relationship between the California Standards Tests and NAEP. An August 2005 information item presented a summary of the results of the 2004 NAEP Long Term Trend Assessment. A briefing on state NAEP 2005 was provided as an information item in October 2005.

SUMMARY OF KEY ISSUES

In 2005 more than 1,000 California schools participated in the NAEP. This was the largest sample of schools from California ever to participate in NAEP. The assessment included reading, mathematics, and science. The results of the grade four and eight reading and mathematics assessments will be released on October 19, 2005.

FISCAL ANALYSIS (AS APPROPRIATE)

All costs for the administration of NAEP are covered within the NAEP State Contract.

ATTACHMENT(S)

Attachment 1: Results of the 2005 National Assessment of Educational Progress (9 pages)

Results of the 2005 National Assessment of Educational Progress for California and the Nation

Presented to the
California State Board of Education
November, 2005

CALIFORNIA DEPARTMENT OF EDUCATION
Jack O'Connell, State Superintendent of Public Instruction

JACK O'CONNELL
State Superintendent
of Public Instruction

NAEP Design

- NAEP collects data from a sample of schools in each jurisdiction. In many schools, only a random sample of students in a given grade may be assessed.
- Samples are stratified by geographic location, ethnic mix, school size, and STAR scores.
- Parents may opt their students out of NAEP. Learning disabled and English learner students may be excluded from the assessment if NAEP does not offer the appropriate accommodation or if the student does not normally take state tests.
- The NAEP assessments are matrix tests: No student answers every question.
- Scores are only reported at the state and national level.

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State Superintendent
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Interpreting NAEP Results

- Comparisons should be focused on specific sub-groups of interest.
  - Whole state population comparisons are problematic.
  - For example, English learners have substantial impacts on California results.
- NAEP scores contain variability due to sampling and measurement error.
  - Statistical tests must be conducted to determine if observed differences are larger than would occur simply by chance.
- Changes in populations over time can impact statewide trends.
  - For example, the change in the proportion of economically disadvantaged students between 2003 and 2005.

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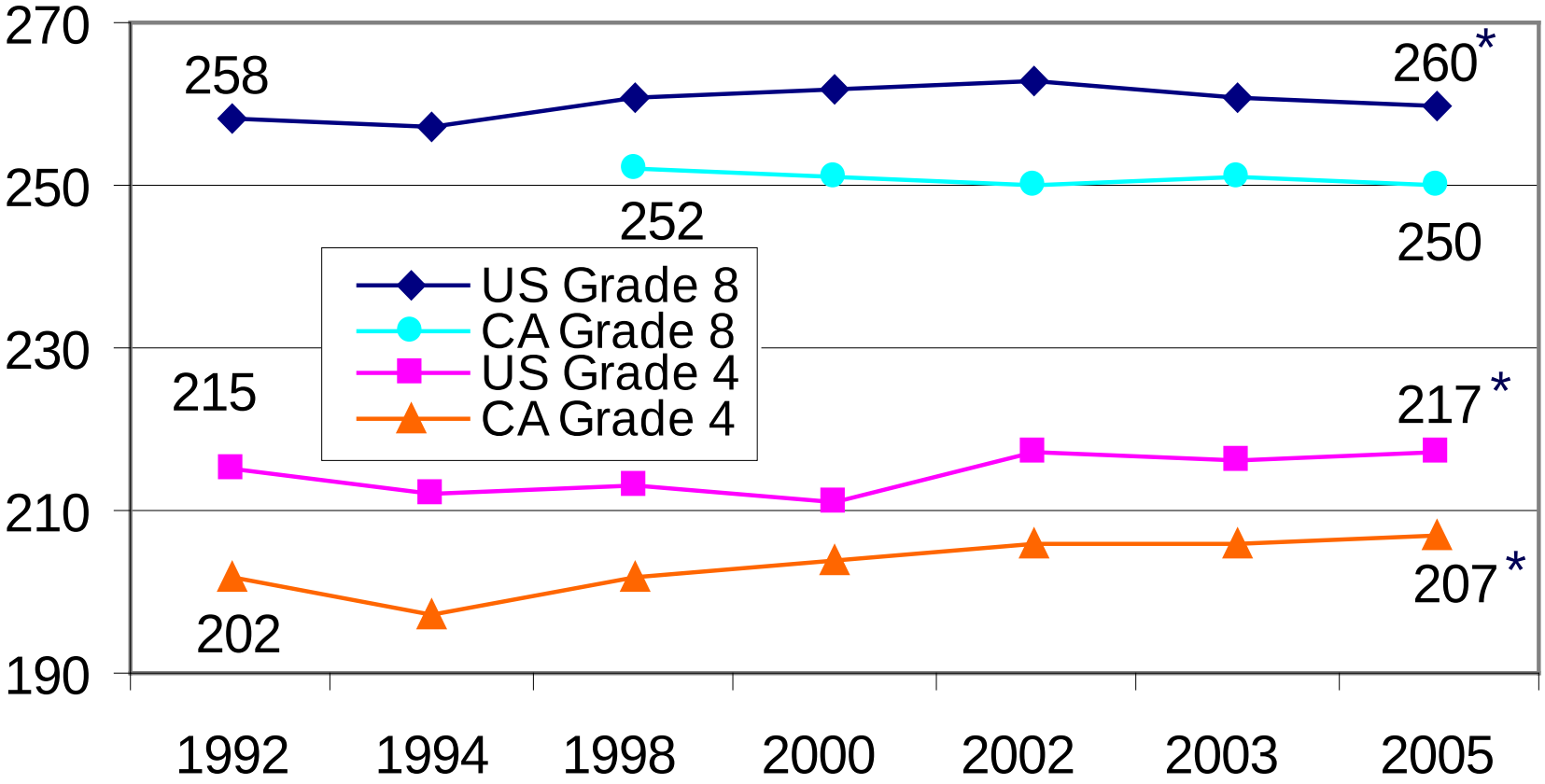
California Participation in NAEP Grade 4 and 8 Reading 1998 - 2005

Grade 4	1998	2002	2003	2005
Students Assessed	1,722	4,016	8,297	10,553
School Participation Rate	74%	71%	99%	100%
LEP & SD Exclusion Rate	15%	5.1%	5.4%	5.0%

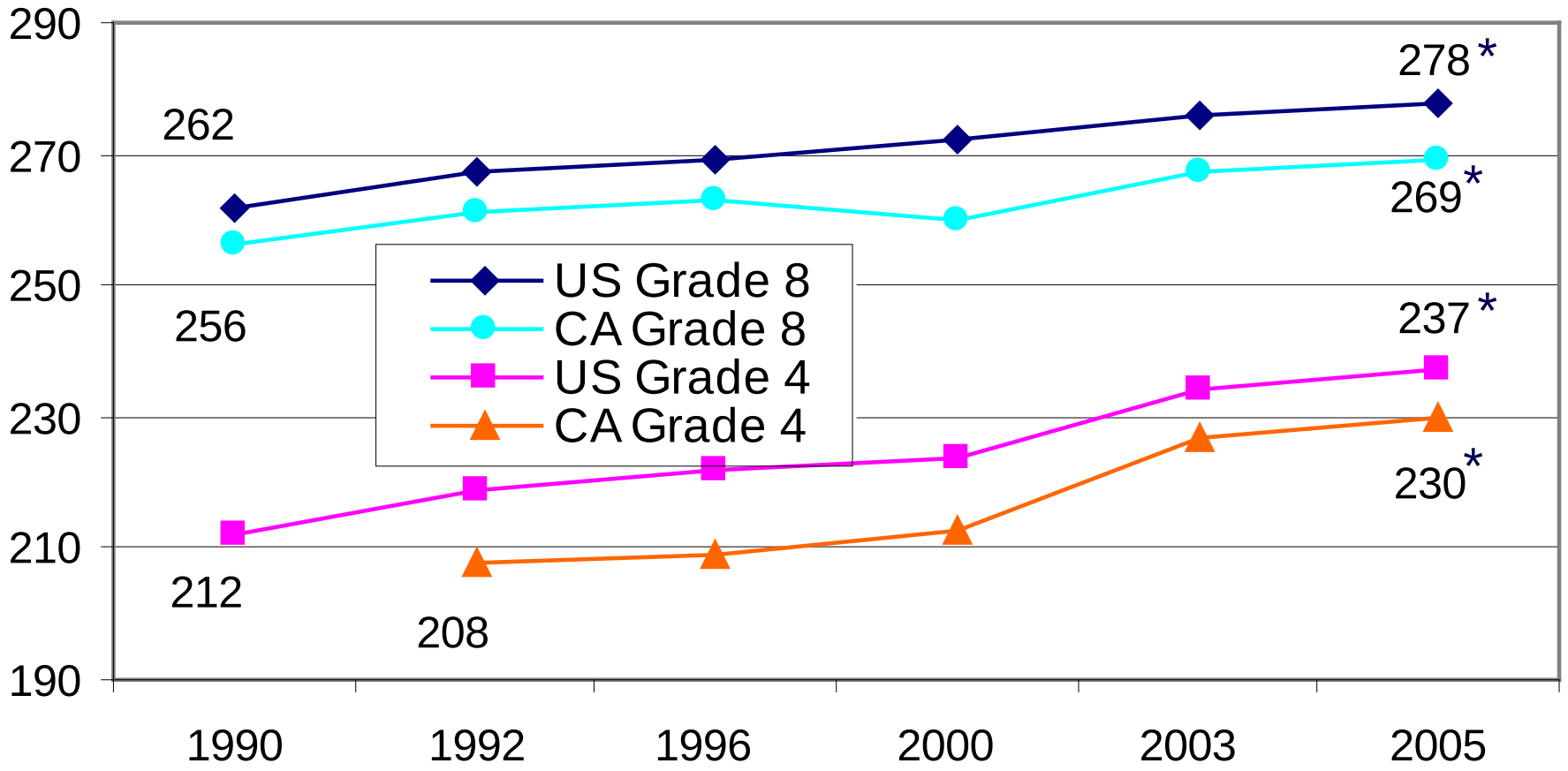
Grade 8				
Students Assessed	1,944	3,124	5,512	9,751
School Participation Rate	72%	70%	99%	99%
LEP & SD Exclusion Rate	8%	3.7%	3.7%	3.0%

NAEP Reading Results for California and the Nation 1992 to 2005



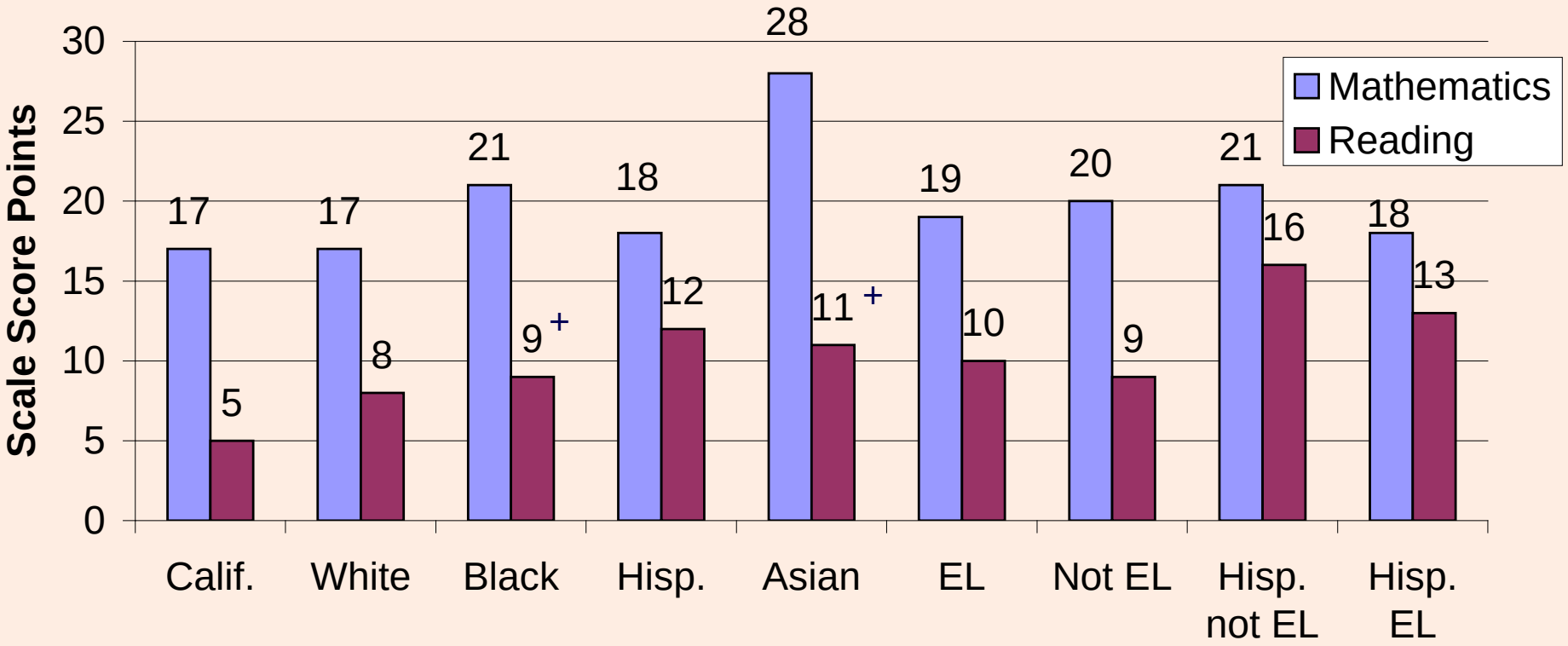
*Change from 1992 is statistically significant

NAEP Mathematics Results for California and the Nation 1990-2005



*Change from 1990 is statistically significant

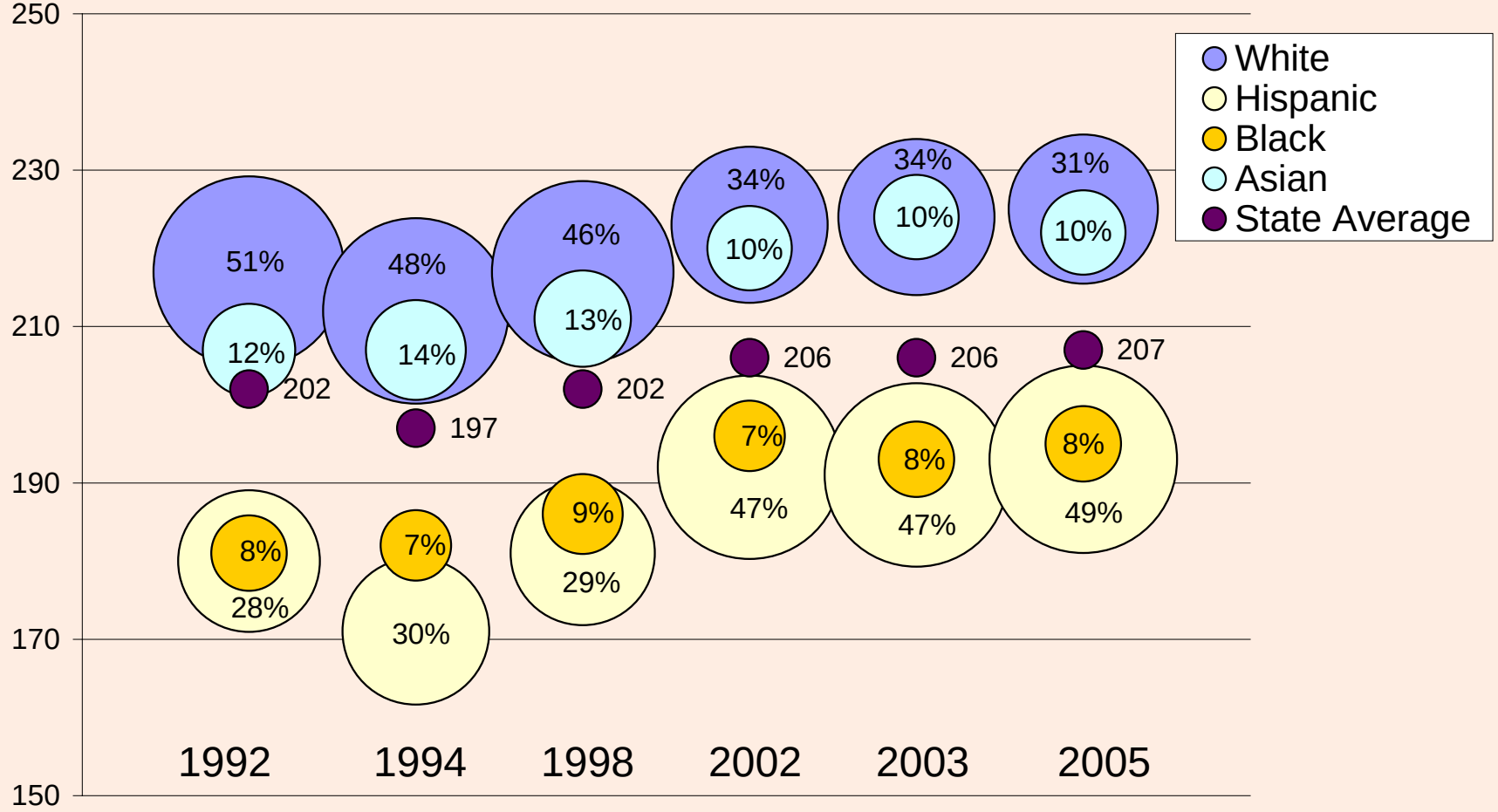
Changes in California NAEP Grade 4 Math and Reading Scores 1992 to 2005



+ Not significantly different from 1992

California NAEP Grade 4 Reading Average Scale Scores and Sample Population Percentages for Major Ethnic Groups 1992 to 2005

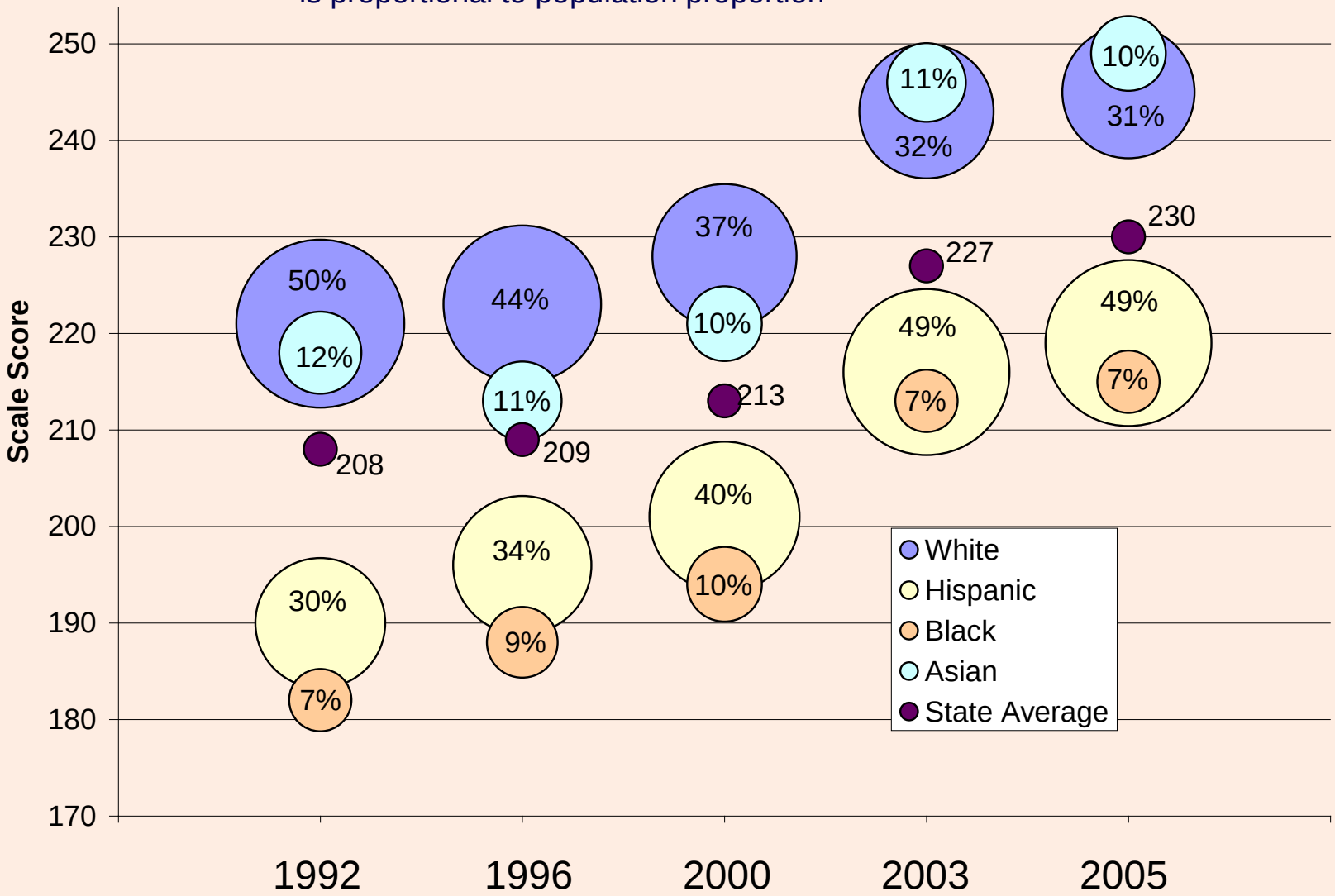
Bubbles are centered on group average, area of bubble is proportional to population proportion



All Changes from 1992 are statistically significant

California NAEP Grade 4 Math Average Scale Scores and Sample Population Percentages for Major Ethnic Groups 1992 to 2005

Bubbles are centered on group average, area of bubble is proportional to population proportion



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State Superintendent
of Public Instruction

Notes on Comparing Performance Among States

- Because of sampling and measurement error in NAEP, small differences in scores may not be significantly different.
  - Therefore, a ranking of states by average scale score is inappropriate.
- Differences in population composition can greatly affect scores.
- Differences in exclusion rates for various groups can potentially confound results.

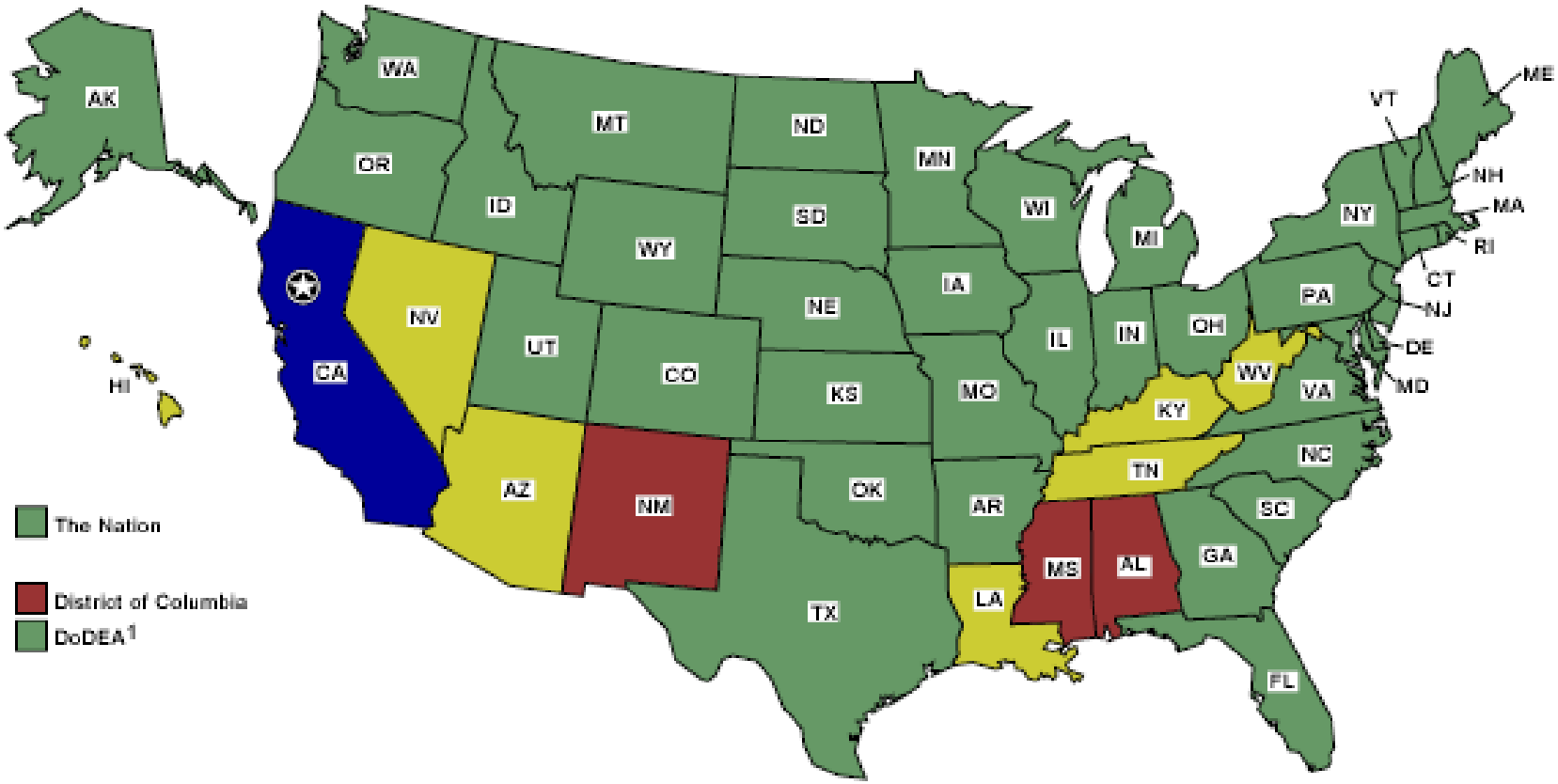
English Learner Proportions and Exclusion Rates on NAEP 2005 Grade 4 Reading for Selected States.

State	Percent of All Students Identified as EL	Percent of All Students Excluded for EL	Percent of English Learners Excluded
California	33	4	12.1%
Texas	16	6	37.5%
New York	7	2	28.6%
Florida	8	2	25.0%
Illinois	10	3	30.0%

Source: NAEP 2005 Reading Report for California. Appendix A: Overview of Procedures Used for the NAEP 2005 Reading Assessment, page 27. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

Grade 4 Math - Overall

NAEP Mathematics Grade 4 - Mathematics
Difference in Average Scale Score Between Jurisdictions
for All students [TOTAL] = All students
2005

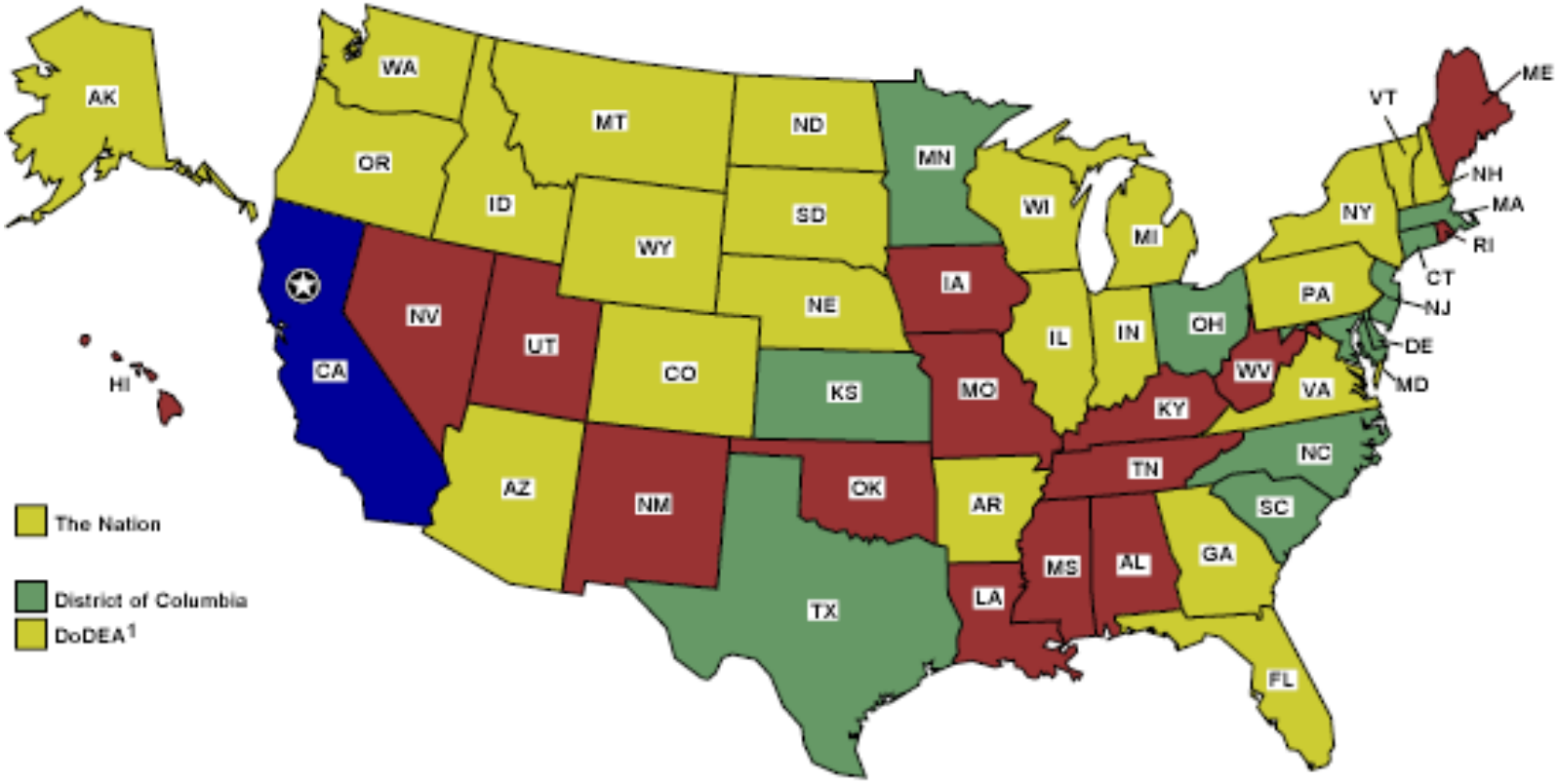


Focal state/jurisdiction (California)
Has a higher average scale score than the focal state/jurisdiction
Is not significantly different from the focal state/jurisdiction
Has a lower average scale score than the focal state/jurisdiction
Sample size is insufficient to permit a reliable estimate

[1] Department of Defense Education Activity schools (domestic and overseas).

Grade 4 Math - White

NAEP Mathematics Grade 4 - Mathematics
Difference in Average Scale Score Between Jurisdictions
for Race/ethnicity used in NAEP reports after 2001 [SDRACE] = White
2005

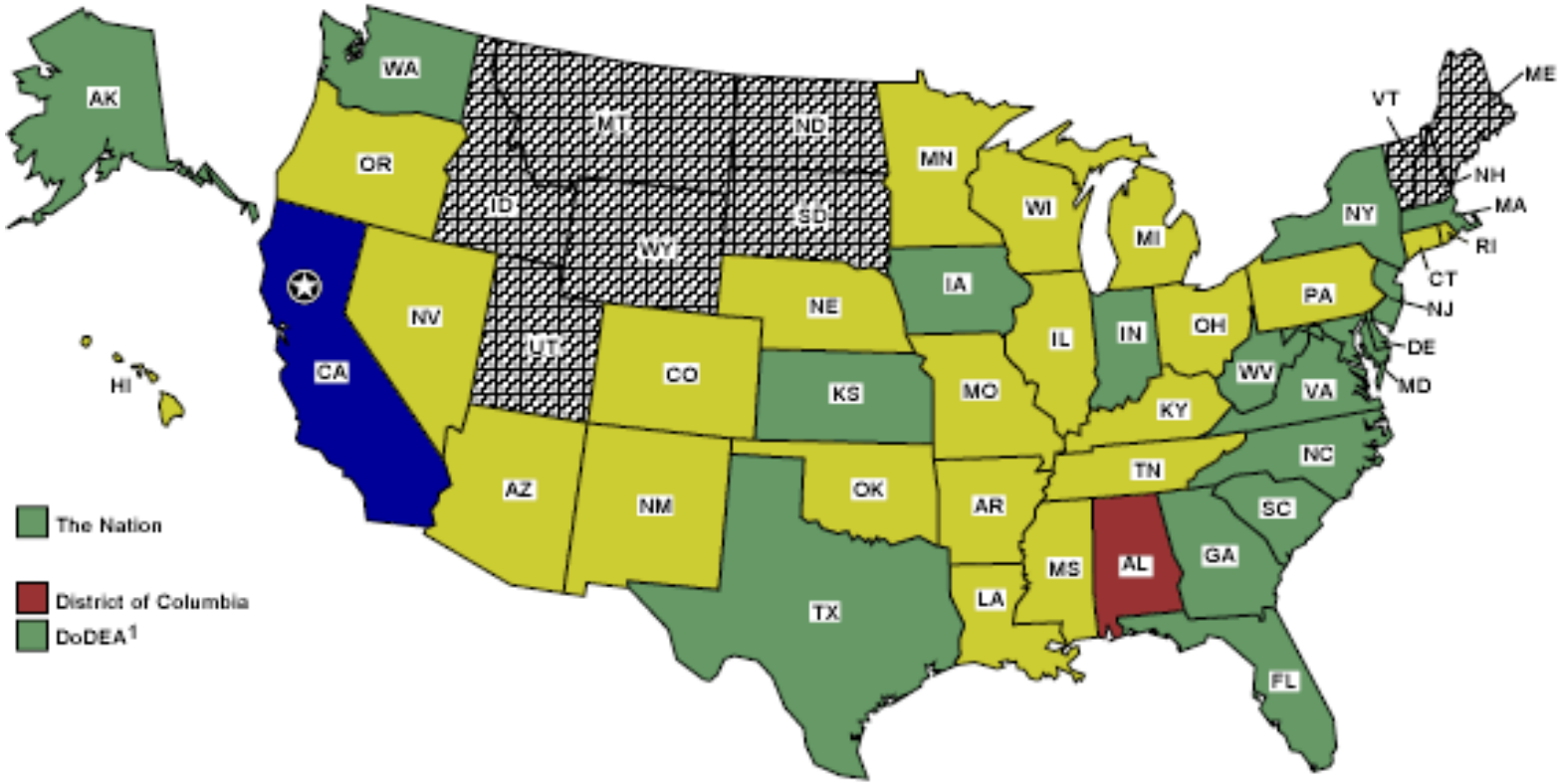


Focal state/jurisdiction (California)
Has a higher average scale score than the focal state/jurisdiction
Is not significantly different from the focal state/jurisdiction
Has a lower average scale score than the focal state/jurisdiction
Sample size is insufficient to permit a reliable estimate

[1] Department of Defense Education Activity schools (domestic and overseas).

Grade 4 Math - Black

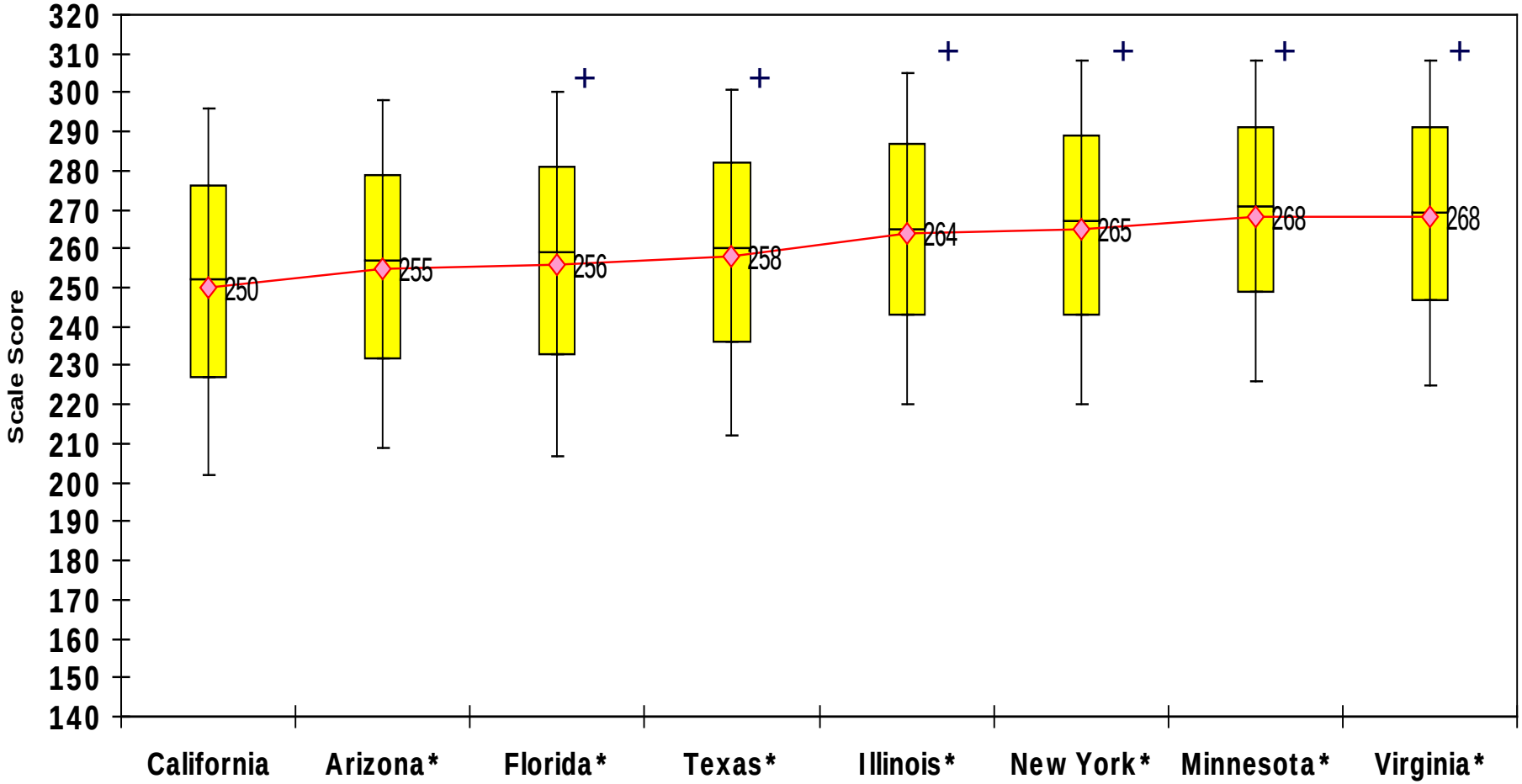
NAEP Mathematics Grade 4 - Mathematics
Difference in Average Scale Score Between Jurisdictions
for Race/ethnicity used in NAEP reports after 2001 [SDRACE] = Black
2005



Focal state/jurisdiction (California)
Has a higher average scale score than the focal state/jurisdiction
Is not significantly different from the focal state/jurisdiction
Has a lower average scale score than the focal state/jurisdiction
Sample size is insufficient to permit a reliable estimate

[1] Department of Defense Education Activity schools (domestic and overseas).

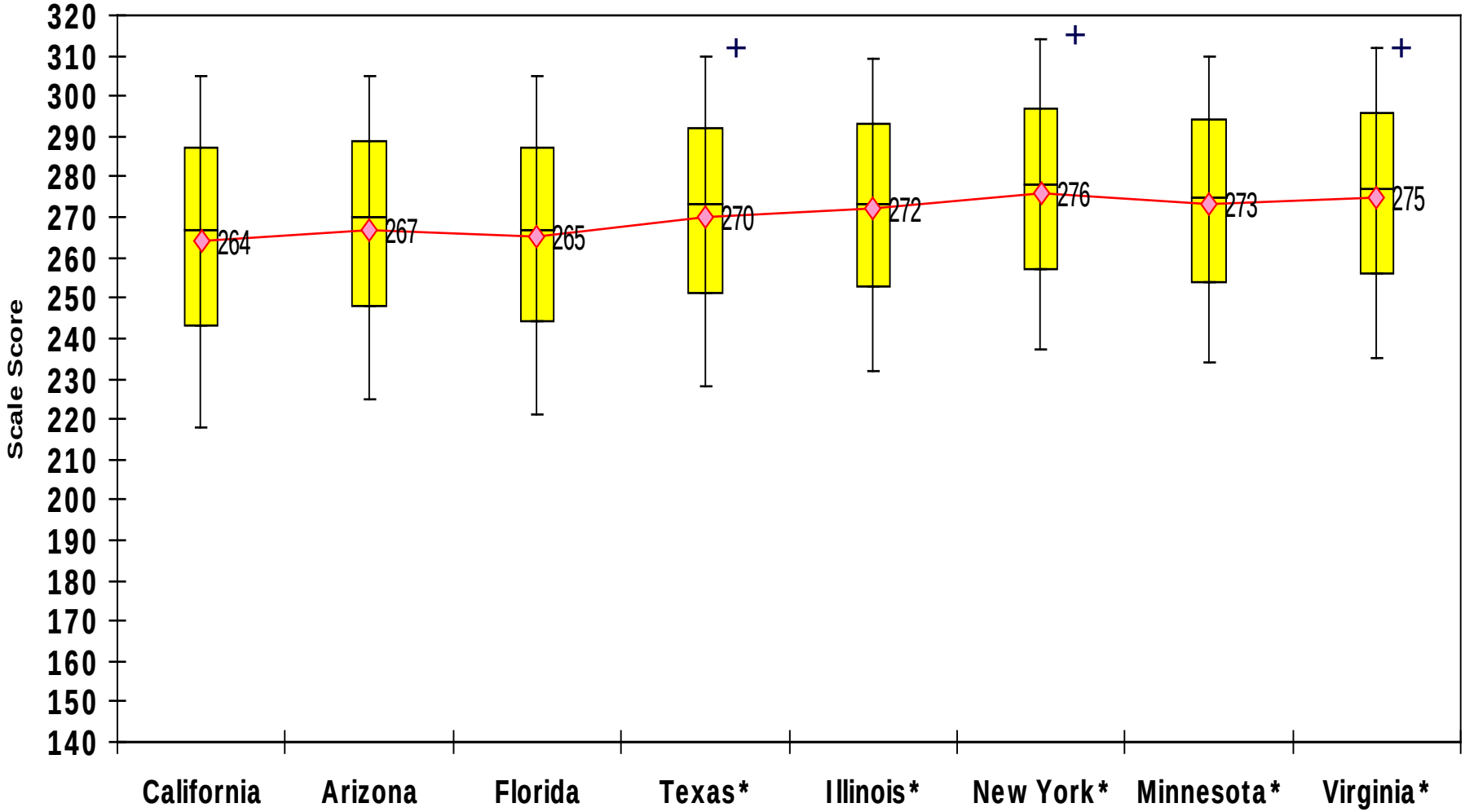
NAEP Grade 8 Reading 2005
Results for Selected States – All Students



* Average scale score significantly different from California

\+ Average scale score of the 90th percentile is significantly different from California

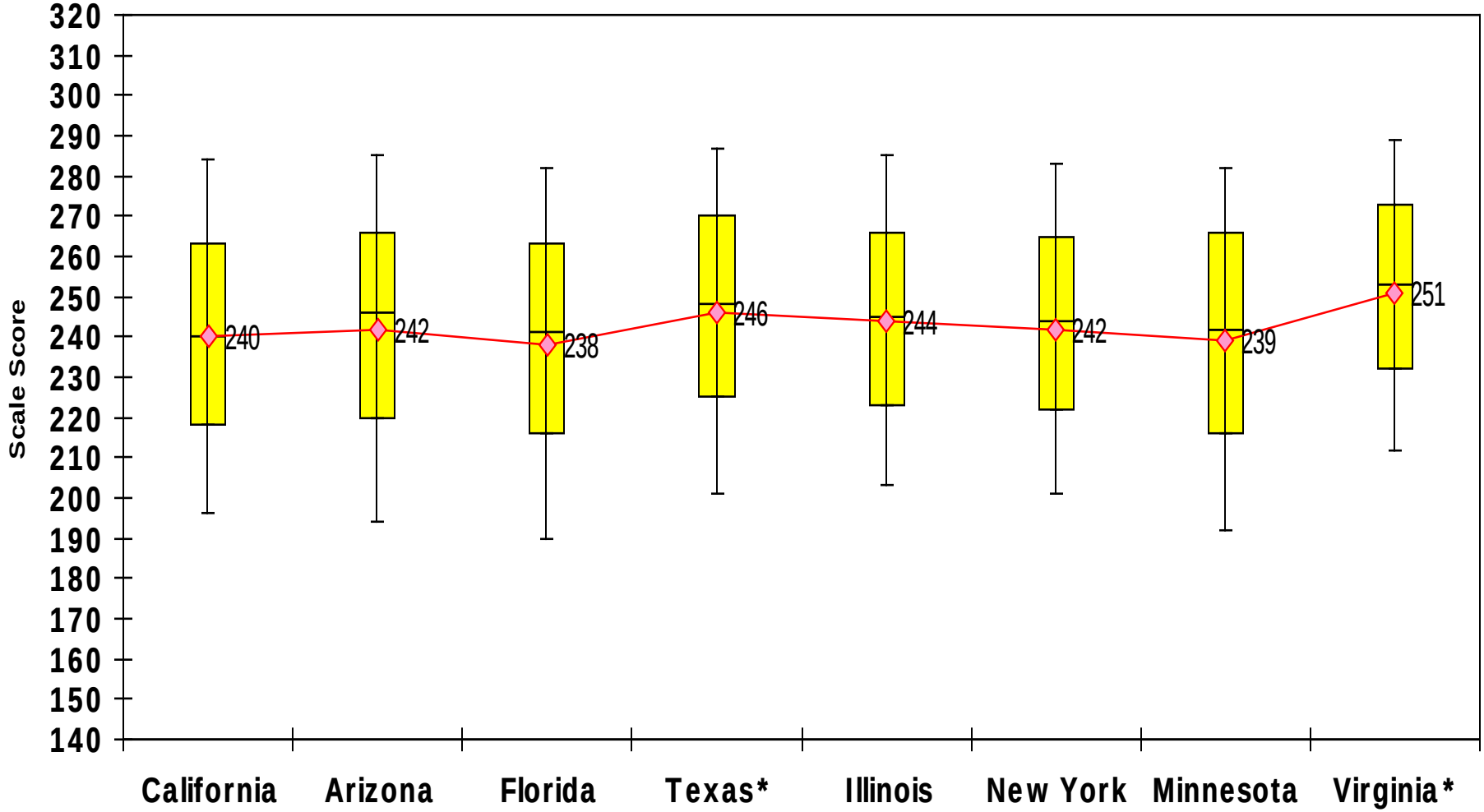
NAEP Grade 8 Reading 2005
Results for Selected States - White Students



* Average scale score significantly different from California

\+ Average scale score of the 90th percentile is significantly different from California

NAEP Grade 8 Reading 2005
Results for Selected States - Black Students



* Average scale score significantly different from California

\+ Average scale score of the 90th percentile is significantly different from California

JACK O'CONNELL
State Superintendent
of Public Instruction

Summary

- California student's NAEP scores in reading and mathematics parallel the national trend.
- Progress in reading is slower than in mathematics.
- Hispanic students that are not English learners have made the greatest gains on NAEP in recent years.

ITEM # 22

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2005 AGENDA

SUBJECT	
Standardized Testing and Reporting 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

STAR Released Test Questions

The SBE has approved the release of 25 percent of the questions from the California Standards Test (CST) both in 2003 and in 2004. These test questions are posted on the STAR Web site at *http://www.cde.ca.gov/ta/tg/sr/resources.asp*.

Alternate Assessments

At a special SBE meeting in May 2005, the California Department of Education (CDE) asked the SBE for approval to send a letter of intent to the United States Secretary of Education stating that California wished to take advantage of the flexibility provided to states to allow them to develop assessments for an additional two percent of students for whom both the CSTs and the California Alternate Performance Assessment (CAPA) are inappropriate. At the July SBE meeting, the SBE approved a scope of work to the current STAR contract for this new alternate assessment, named the California Modified Assessment (CMA). The current contractor will carry out this scope of work through December 2006.

The CDE administers the CAPA to students with significant cognitive disabilities, about one percent of disabled students participating in STAR. The CAPA was initially developed in 2003 by the CDE's Special Education Division to meet the Individuals with Disabilities Education ACT (IDEA) requirements. The SBE approved adding the CAPA to the STAR Educational Testing Service (ETS) contract in 2004. At the May 2005 SBE meeting, the CDE discussed the federal peer review for all STAR tests that are used as part of the No Child Left Behind (NCLB) Act and informed the SBE that it will be necessary to review and possibly revise the CAPA to meet the NCLB requirements.

SUMMARY OF KEY ISSUES

Grade Four and Seven Writing Tests

In October 2004, a Writing Test Task Force was convened to examine the Grade Four and Grade Seven Writing Tests. The SBE was informed of the recommendations put forth by the task force in November 2004.

Peer Review

Background information about the NCLB Act of 2001 Assessment Peer Review process was provided to the SBE in August 2005.

Released Test Questions

Senate Bill 755, signed into law this session, requires the State Superintendent of Public Instruction, with the approval of the SBE, to annually release at least 25 percent of the questions from the CSTs each year. The Standardized Testing and Reporting (STAR) Office has worked with the Assessment Review Panels (ARP) to choose test questions for release and is now working with the test contractor to finalize them for posting. Currently, there are released CST questions approved by the SBE on the STAR Web site at *http://www.cde.ca.gov/ta/tg/sr/resources.asp* from 2003 and 2004. The new released test questions will be added to this Web site this fall.

Alternate Assessments

The CDE and the test contractor recruited two new ARPs this summer; one for the CAPA and one for the CMA. Both panels met together in October to begin the development of blueprints for the CMA. The CMA panel will meet again in November to finalize the blueprints for the CMA and the CAPA panel will meet in December to revise the blueprints for the CAPA to bring this test in line with federal requirements. The CDE will bring these blueprints to the SBE for approval in January 2006. The key requirement is that the test questions must be linked to grade level content standards for the grades being assessed.

Grade Four and Seven Writing Tests

In April 2005, Educational Testing Service (ETS) administered a pilot test to try out modifications to Grade 4 and Grade 7 Writing Test formats that had been recommended by the October 2005 Writing Test Task Force. The modifications that proved most successful in the pilot test were incorporated into ETS' field test of new writing prompts administered on September 21 and 22, 2005.

On October 15 and 16, 2005, ETS scored student responses from the September 2005 field test. Scorers read student responses to 20 prompts that were field tested at grade 5 (for operational use at grade 4) and 20 prompts that were field tested at grade 8 (for operational use at grade 7). Rangefinding for the scoring session was conducted on October 12–14, 2005. At the rangefinding, experienced scoring leaders used consensus

SUMMARY OF KEY ISSUES

scoring to identify appropriate training papers at each score point. The scoring leaders created anchor sets, training sets, qualification/calibration sets, topic notes, and annotations for each prompt. Scoring leaders used these materials along with the state scoring rubrics to train scorers. The October 15-16 scoring session involved over 200 experienced scorers and scoring leaders. The scoring was done using the model that will be used in operational scoring: a single score model with a 10 percent back read. At grade 5, 24,244 papers were scored, and at grade 8, 23,253 papers were scored.

The English-language arts Assessment Review Panel (ELA ARP) will review the field tested prompts and the statistical results from the field test scoring at an October 27, 2005, ELA ARP meeting. Based on this review, they will make recommendations about which prompts to administer for the spring 2006 California Writing Standards Tests.

Peer Review

In March 2002, California was granted a waiver of timeline until November 2003 to complete its final assessment system. The waiver permitted California to continue receiving Title I funds while completing assessment activities necessary to comply with Title I of the Elementary and Secondary Education Act (ESEA) as reauthorized by the Improving America's Schools Act of 1994 (IASA). Activities included the following: providing the United States Department of Education (ED) with information on the technical quality of Standardized Testing and Reporting (STAR) Program and the California High School Exit Examination (CAHSEE); completing the development and implementation of inclusions policies (particularly for English learners) and performance standards; completing the development and implementation of an alternate assessment; and providing information on the alignment of content and standards with the CAHSEE. Quarterly updates with supporting documentation were provided to ED. In December 2004, we were notified the California's Assessment System under Title I of the IASA.

The federal NCLB Act of 2001, reformed federal educational programs to support State efforts to establish challenging standards, to develop aligned assessments, and to build accountability systems for districts and schools that are based on educational results. The upcoming Peer Review is being conducted to ensure that states meet the new Title I requirements for standards and assessments under NCLB. Included in this Peer Review process will be California assessments used in determining adequate yearly progress (AYP). These tests are the CSTs, CAPA, and CAHSEE. The ED is using a peer review process involving experts in the fields of standards and assessments to determine whether States have met NCLB standards and assessment requirements. Unlike the process under IASA, the ED has informed us that no timeline waivers will be granted during the standards and assessment review.

The peer review process examines evidence compiled and submitted by each state that is intended to show that its assessment system meets NCLB requirements. The intent is to help States develop comprehensive assessment systems that provide accurate and

SUMMARY OF KEY ISSUES

valid information for holding districts and schools accountable for student achievement against State standards.

The federal government has provided guidance that describes NCLB requirements, as well as examples of acceptable and unacceptable evidence of meeting those requirements. Materials submitted by a state are sent to members of a federal peer review team in advance of a review meeting. At the meeting, the reviewers discuss the materials and record a consensus opinion.
Depending on the outcome of the peer review, a state's system would receive one of the following:

- Full Approval is granted if the system meets all statutory and regulatory requirements

- Full Approval with Recommendations is granted if the system meets all requirements, but some components could be improved

- Deferred Approval is granted if the system meets most but not all of the requirements. In this case, the State must take specific steps to come into full compliance and submit evidence of that compliance

- Final Review Pending is granted if the system does not meet a preponderance of the requirements. In this case, the State has time to resubmit evidence by 2005-06 to show that it is in compliance, pending the outcome of an additional peer review

- A Not Approved System does not meet a preponderance of the requirements or is missing an essential component. In such cases, one or more of the following remedies will be applied: withholding state funds, compliance agreement, or mandatory oversight status

The Standards and Assessment Division is assembling the required evidence to be submitted for this peer review

FISCAL ANALYSIS (AS APPROPRIATE)

Costs for the STAR activities are included in the 2006 contracts for the current test contractor. The 2005-06 state budget provides $2,000,000 in federal funds to pay for independent evaluation studies of California's statewide assessment programs in order to meet NCLB Assessment Peer Review requirements. A request for proposals for the evaluation studies is being developed.

ATTACHMENT(S)

None.

ITEM # 23

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2005 AGENDA

SUBJECT	
California English Language Development Test: Including, but not limited to, Program Update, and 2004-05 Initial Identification Results	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) provides the following item 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 May of 2001, the SBE provided criteria for Initial Fluent English Proficient (I-FEP): Early Advanced Overall on the California English Language Development Test (CELDT) with all Skill Area scores at least Intermediate on the CELDT. The 2004 CELDT annual assessment results were presented to SBE March 2005.

SUMMARY OF KEY ISSUES

The contractor provided the California Department of Education (CDE) with preliminary results for the 2004-05 CELDT initial identification assessment. California school districts must administer the CELDT for initial identification within 30 days of enrollment to new students who do not have a record of English language proficiency test results. Tables 1 and 2 display the results of these initial assessments. Analyses of the results confirm a continuation of existing trends.

According to Table 1, the total number of students taking the CELDT for initial identification continues a gradual decline. Nearly half the students who took the CELDT for initial identification purposes were kindergartners. A reduction in the number of kindergartners tested is likely related to a new requirement limiting early testing so that students are assessed during the year in which they are enrolled. This requirement was adopted in accordance with accountability requirements of the No Child Left Behind (NCLB) Act. As indicated by Table 2, the percentage of students who met the criteria for Initial Fluent English Proficient continues to increase gradually. Key findings for each of the tables are described in more detail on the attachment.

Annual assessments of English learners will continue during the designated testing window from July 1 through October 31. An estimated 1.6 million English learners will be tested.

FISCAL ANALYSIS (AS APPROPRIATE)

All costs for the current CELDT administration are included in the current CELDT contract ($12 million in 2004-05).

ATTACHMENT(S)

Attachment 1: California English Language Development Test (CELDT) 2004-05 Initial Identification Results (3 Pages)

California English Language Development Test (CELDT)
2004-05 Initial Identification Results

The analysis presented in this report was based on a review of the 2004-05 (July 1, 2004-June 30, 2005) CELDT Initial Identification (II) data provided to the California Department of Education (CDE) by CTB/McGraw-Hill.

List of Tables

Table No.	Table Title	Page
1	Number and Percent of Students who took the CELDT for Initial Identification Purposes by Grade	2
2	Initial Identification Estimate of Fluent English Proficient Based on Initial Identification Criteria	3

Table 1. Number and Percent of Students Who Took the CELDT for Initial Identification Purposes by Grade

		K	1	2	3	4	5	6	7	8	9	10	11	12	*Total*
2004-05	Number	173,223	32,941	20,820	19,331	18,397	16,901	16,956	17,559	15,435	27,802	16,367	11,201	7,044	*393,977*
	Percent	44	8	5	5	5	4	4	4	4	7	4	3	2	*99%*
2003-04	Number	204,771	31,673	21,152	19,726	18,462	17,219	17,553	18,806	15,151	30,942	17,360	12,489	7,360	*432,664*
	Percent	47	7	5	5	4	4	4	4	4	7	4	3	2	*100%*
2002-03	Number	219,130	41,972	26,459	24,595	22,931	21,019	20,931	21,718	17,030	31,235	17,303	12,023	7,146	*483,492*
	Percent	45	9	5	5	5	4	4	4	4	6	4	2	1	*98%*

*Note: Totals may not add to 100% due to rounding.

Key Findings:

- The total number of students taking the CELDT for initial identification purposes has declined over the past three years.
- Consistent with previous years, almost half of the students who take the CELDT for initial identification purposes are in kindergarten.
- A reduction in the number of kindergartners tested is likely related to a new requirement limiting early testing so that students are assessed during the year in which they are enrolled. This requirement was adopted in accordance with accountability requirements of the No Child Left Behind (NCLB) Act.

Explanatory Note:

Some students who take the test for initial identification purposes are classified initial fluent English proficient (I-FEP); therefore, the number of students who are tested for initial identification purposes is higher than the number of students identified as English Learners (EL).

Table 2. Estimate of Fluent English Proficient Based on Initial Identification Criteria*

		K	1	2	3	4	5	6	7	8	9	10	11	12	*All Grades*
2004-05	% Probable Initial Fluent English Proficient (I-FEP)*	20	33	23	18	31	41	38	41	44	43	47	55	59	*30*
2003-04	% Probable Initial Fluent English Proficient (I-FEP)*	21	35	23	18	30	40	37	41	42	38	42	52	56	*29*
2002-03	% Probable Initial Fluent English Proficient (I-FEP)*	19	32	20	16	27	34	34	36	37	37	37	45	48	*26*

2004-05 II N= 393,977 2003-04 II N= 432,664 2002-03 II N=483,492

*Note: Criteria for initial fluent English proficient (I-FEP): scoring at least Early Advanced Overall with all Skill Area scores at least Intermediate. The State Board of Education approved the criteria in May of 2001.

Key Findings:

- The percentage of students who met the criteria for I-FEP was slightly greater in 2004-05 compared to both 2003-04 and 2002-03.
- Most students (70 percent) who took the CELDT for initial identification purposes did not meet the I-FEP criteria.
- Regardless of administration year, students in the higher grades taking the CELDT for initial identification purposes met the I-FEP criteria at a higher rate compared to students in the lower grades.

Explanatory Note:

When reviewing Table 2, it should be noted that the skill areas of Reading and Writing are assessed beginning in grade 2 which may account for the decline in the probable I-FEP percentage. It should also be noted that declines in grades 3, 6, and 9 correlate to transitions to a different grade span test form. To address this CDE, in conjunction with CTB/McGraw-Hill, is in the process of creating a common scale that will be used beginning in 2006-07.

ITEM # 24

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2005 AGENDA

SUBJECT	
California High School Exit Examination: Including, but not limited to, Program Update	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) provides the following item 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

California *Education Code* Section 60855 requires that CDE contract for a multi-year evaluation report on the California High School Exit Examination (CAHSEE) and requires that annual reports be provided to the CDE of the previous year's testing activities. The CAHSEE independent evaluator, Human Resources Research Organization (HumRRO), has prepared an annual report on the CAHSEE each year since 2000. All reports, including HumRRO's Year-6 report are on the CAHSEE Web site at *http://www.cde.ca.gov/ta/tg/hs/evaluations.asp.*

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

SUMMARY OF KEY ISSUES

HumRRO, delivered the Year-6 Evaluation Report to the CDE on September 30, 2005. The report contains findings and recommendations, as well as an analysis of the CAHSEE results from the 2004-05 test administrations and results from student, teacher, and administrator surveys. The report also contains a chapter addressing options for students receiving special education services.

SUMMARY OF KEY ISSUES

The final CAHSEE Year-6 Evaluation Report was delivered to SBE members in early October 2005, and was posted on the CDE Web site at *http://www.cde.ca.gov/ta/tg/hs/evaluations.asp* on September 30, 2005.

In accordance with Education Code 60855 (d), the independent evaluator is required to report to the Governor, the Office of the Legislative Analyst, the Superintendent of Public Instruction, the State Board of Education, and the chairs of the education policy committees in both houses of the Legislature by February 1 in even-numbered years. Dr. Lauress Wise, HumRRO, will present the preliminary findings from the February 2006 Biennial Report to the SBE in January 2006.

Current Activities regarding CAHSEE Preparation and Remediation

CDE has processed the apportionments of the $20 million in AB 128 funding made available in October 2005 for local remediation of grade 12 students who have not yet passed the CAHSEE. In addition, $50 million was specifically provided to assist students with disabilities who have not yet passed the CAHSEE. There are several resources available to assist in the preparation of initial test takers in grade 10 as well as for remediation of students at risk of not passing the CAHSEE in grades 11 and 12. The CAHSEE study guides for English-language arts and mathematics were distributed in late August to school districts, county offices and charter schools serving grade 10 students. Eligible students in the Classes of 2006, 2007 and 2008 have received their own copies of these two study guides. The CDE Web site also contains several resources that can be downloaded for local use for both subject areas:

- Student Study Guides
- Teacher Guides
- Released Test Questions

In response to the findings in the HumRRO report, the Superintendent of Public Instruction has directed CDE staff to consider the report's recommendation to identify and consider multiple options for students who are not able to satisfy the CAHSEE requirement. There have been and will continue to be internal CDE meetings to discuss possible options for students in the Class of 2006 who may not satisfy the CAHSEE requirement by June 2006.

The Standards and Assessment Division is convening a work group on November 15, 2005 of 15-20 practitioners who have been implementing local models and strategies for remediation of students at risk of not passing the CAHSEE. The participants will share their effective remediation practices, including any diagnostic assessments that are used locally and identify how they have evaluated the effectiveness of their programs.

FISCAL ANALYSIS (AS APPROPRIATE)

The HumRRO independent evaluation is currently funded under contract with CDE.

ATTACHMENT(S)

None.

ITEM # 25

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2005 AGENDA

SUBJECT	
California High School Exit Examination: Assembly Bill 128 Funds for Intensive Instruction and Services	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) provides the following item 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

None.

SUMMARY OF KEY ISSUES

The Budget Act for 2005-06 authorizes twenty million dollars ($20 million) for the purpose of providing intensive instruction and services for eligible students in the Class of 2006 who are required to pass the California High School Exit Examination (CAHSEE) and have failed one or both parts of the examination. Assembly Bill (AB) 128, signed by the Governor on September 13, 2005, set out the provisions for the CDE to allocate six hundred dollars ($600) per eligible student to the schools in order to provide these services.

CDE prepared and executed a Web-based application to gather the necessary data from school districts, county offices of education, and charter schools. The use of a Web-based application was an expeditious way to collect data from local educational agencies (LEAs) and ultimately apportion funds to LEAs by early October 2005 in accordance with AB 128. CAHSEE testing coordinators, district and county superintendents, and charter school administrators were alerted to this apportionment at several points throughout September.

CDE received applications from over 400 county offices of education, districts and charter schools on behalf of over 1,750 schools. After receiving these applications, CDE staff, in accordance with AB 128 provisions, ranked schools on the basis of the percentage of eligible students and awarded funding to those schools with the greatest percentage of students first, continuing, until the twenty million dollars ($20 million) in funds were exhausted, to award grants to schools with lower percentages of eligible students. The number of eligible students self-reported by districts was approximately 77,000.

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

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

CDE and the SSPI will highlight strategies to support school districts in identifying resources that can assist them in their remediation efforts. For example, the CAHSEE student study guides were reprinted for grade ten students (Class of 2008) as well as those who have not yet passed the CAHSEE, and were distributed to school districts in August. CDE's Web site also contains other resources to assist students, parents and teachers, such as the released test questions. Currently, approximately 175 previously administered CAHSEE test questions are available for each test component: mathematics and English-language arts.

FISCAL ANALYSIS (AS APPROPRIATE)

This item is funded under the Budget Act of 2005-06 in item number 6110-204-001 and found in California Education Code 37254

ATTACHMENT(S)

Attachment 1: Funding Results, California High School Exit Exam Intensive Instruction and Services (58 Pages). This attachment is available via the Web at www.cde.ca.gov/fg/fo/r19/cahseeiis05result.asp.

ITEM # 26

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2005 AGENDA

SUBJECT	
Physical Fitness Test: Adopt Amendments to Title 5 California Code of 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 comments period and at the public hearing and take action to adopt amendments to the regulations for the Physical Fitness Test (PFT).

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In September 2005, the SBE approved the Initial Statement of Reasons, Notice of Proposed Rulemaking, and the commencement of the regulatory process for the proposed amendments to the Title 5 Regulations for the PFT and directed staff to begin the 45-day written comment period.

SUMMARY OF KEY ISSUES

The PFT regulations serve to guide districts and schools in the administration of this assessment. The purposes of the proposed amendments to the current regulations are to: 1) ensure that these regulations conform with the regulations for other California testing programs; 2) add definitions; 3) clarify requirements of the physical performance test; 4) determine methods of test administration and training; 5) clarify responsibilities of the District PFT Coordinator if one is designated; 6) incorporate required data for analysis of pupil proficiency; 7) clarify the reporting and recording of test scores; and 8) clarify testing variations, accommodations, and modifications that may be used on the tests and by which students.

FISCAL ANALYSIS (AS APPROPRIATE)

The Economic and Fiscal Analysis concluded that the proposed amendments to the regulations should have no impact on local business. The proposed amended regulations make nonsubstantive changes to the current regulations, and amend activities mandated under state and federal statute, which are then not reimbursable. Some amended sections may generate a cost savings for local education agencies

FISCAL ANALYSIS (AS APPROPRIATE)

(LEAs. The proposed amendments to the regulations may impose additional costs upon the state which will be absorbed or offset through savings. The analysis was previously included in the last minute memorandum submitted to SBE for the September, 2005 PFT regulations item.

ATTACHMENT(S)

The proposed regulations that were approved by SBE to be sent out for the 45-day written comment period are attached.

Attachment 1: TITLE 5. Education, Division 1. California Department of Education, Chapter 2. Pupils, Subchapter 4. Statewide Testing of Pupils and Evaluation Procedures, Article 2. Physical Performance Testing Programs (7 Pages)

A last minute memorandum will be provided that will include a summary of the comments received during the public comment period and at the public hearing scheduled for November 2, 2005 at 9:00 am.

TITLE 5. Education

Division 1. California Department of Education

Chapter 2. Pupils

Subchapter 4. Statewide Testing of Pupils and Evaluation Procedures

Article 2. Physical Performance Testing Programs

§ 1040. Definitions ~~of "Pupil."~~.

For the purpose of the physical performance test required by Education Code section 60800, and also referred to as the Physical Fitness Test (PFT), the following definitions shall apply:

(a) "Accommodations" means any variation in the assessment environment or process that does not fundamentally alter what the test measures or affect the comparability of scores. Accommodations may include variations in scheduling, setting, aids, equipment, and presentation format as defined in the *Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments (Matrix)*, a document incorporated by reference. A copy of the *Matrix* can be found on the California Department of Education's (CDE) Web site at http://www.cde.ca.gov/ta/tg/sa/documents/matrix5.pdf.

(b) "Annual assessment window" begins on February 1 and ends on May 31 of each school year.

(c) "Block schedule" is a restructuring of the school day whereby pupils attend half as many classes, for twice as long.

(d) "District Physical Fitness Test Coordinator" is an employee of the school district designated by the superintendent of the district to oversee the administration of the PFT within the district.

(e) "*FITNESSGRAM*®" is the California Physical Fitness Test designated by the State Board of Education (SBE), a document incorporated by reference. ~~A copy of the *FITNESSGRAM*® is available on CDE's Web site at http://www.cde.ca.gov/ta/tg/pf/documents/healthfitzones.pdf.~~

(f) "Grade" for the purpose of the PFT means the grade assigned to the pupil by the school district at the time of testing.

(g) “Modification” means any variation in the assessment environment or process that fundamentally alters what the test measures or affects the comparability of scores as defined in the *Matrix*.

(h) “Pupil” is a person enrolled in a California public school in grade 5, 7 or 9, including those pupils placed in a non-public school through the individualized education program (IEP) process pursuant to Education Code section 56365.

(i) “School district” includes elementary, high school, and unified school districts, county offices of education, any charter school that for assessment purposes does not elect to be part of the school district or county office of education that granted the charter, and any charter school chartered by the SBE.

(j) “Test administration manual” is the Third Edition FITNESSGRAM/ACTIVITYGRAM or any subsequent edition, a document incorporated by reference. A copy may be obtained from CDE staff in the Standards and Assessment Division.

(k) “Test examiner” is an employee of the school district who administers the PFT.

(l) “Variation” is a change in the manner in which a test is presented or administered, or in how a test taker is allowed to respond, and includes, but is not limited to accommodations and modification as defined in the *Matrix*.

NOTE: Authority cited: Section~~s~~ 33031 ~~60601 and 60603~~, Education Code. Reference: Sections 60603 and 60608, Education Code.

§ 1041. Required Program.

(a) During the ~~period~~ annual assessment window ~~of March-May, inclusive~~, the governing board of each school district maintaining grades 5, 7, and 9 ~~10~~, or any one or more of such grades, shall administer to each pupil in those grades the physical performance test, *FITNESSGRAM*®, designated by the SBE. This includes pupils who attend schools that are on a block schedule and whose pupils may not be enrolled in physical education classes during the annual assessment window.

~~Each physically handicapped pupil and each pupil who is physically unable to take all of the physical performance test shall be given as much of the test as his condition will permit.~~

(b) All pupils in grades 5, 7 and 9 shall only take the test once during the annual assessment window.

(c) School districts shall test all pupils in alternative education programs conducted off the regular school campus, including, but not limited to continuation schools, independent study, community day schools, and county community schools.

(d) No test shall be administered in a home or hospital except by a test examiner. No test shall be administered to a pupil by the parent or guardian of that pupil.

(e) Pupils shall be tested in each fitness component included in the PFT unless exempt by the pupil's IEP or Section 504 plan.

NOTE: Authority cited: S~~s~~ection~~s~~ 33031 ~~and 60603~~, Education Code. Reference: Sections ~~60602(c), 60603 and 60608~~ 60615 and 60800, Education Code.

§ 1042. Recommended Program.

~~When adequate facilities are available, tests pursuant to this article may be given more often than once yearly.~~

NOTE: Authority cited: Section 33031, Education Code. Reference: Section 60605, Education Code.

§ 1043. Methods of Administration.

(a) The tests shall be scored by employees of the district or the employees of the county superintendent of schools. The scoring thereof shall be in compliance with the instructions of the publisher or developer for scoring, and the scores shall be submitted to the governing board of the school district on the dates required by, and on forms prescribed or approved by, such governing board.

(b) Districts may provide an alternative date for make-ups based on absence or temporary physical restriction or limitations (e.g., recovering from illness or injury).

NOTE: Authority cited: Section 33031, Education Code. Reference: Section 60800, Education Code.

§ 1043.2. Test Administration Training.

(a) For valid results, districts shall use the test administration manual provided for the test designated by the SBE.

NOTE: Authority cited: Section 33031, Education Code. Reference: Section 60800, Education Code.

§ 1043.4. District Physical Fitness Test Coordinator.

(a) On or before November 1 of each school year, the superintendent of each school district, county office of education, and independent charter school may designate from among its employees a District Physical Fitness Test Coordinator. If a District Physical Fitness Test Coordinator is designated, the superintendent shall notify the contractor for the PFT of the identity and contact information of the District Physical Fitness Test Coordinator. The District Physical Fitness Test Coordinator shall be available throughout the year and shall serve as the liaison between the school district and the CDE for all matters related to the PFT.

(b) The District Physical Fitness Test Coordinator responsibilities include, but are not limited to, the following:

(1) Responding to correspondence and inquiries from the contractor in a timely manner and as provided in the contractor's instructions.

(2) Determining school district and individual school test and test material needs.

(3) Overseeing the administration of the PFT to pupils.

(4) Overseeing the collection and return of all test data to the contractor.

(5) Ensuring that all test data are received from school test sites within the school district in sufficient time to satisfy the reporting requirements.

(6) Ensuring that all test data are sent to the test contractor by June 30 of each year.

NOTE: Authority cited: Section 33031, Education Code. Reference: Section 60800, Education Code.

§ 1043.6. Data for Analysis of Pupil Proficiency

(a) Each school district shall provide the contractor of the PFT the California School Information Services (CSIS) student identification number for each pupil tested for purposes of the analyses and reporting.

(b) The demographic information required by subdivision (a) is for the purpose of aggregate analyses and reporting only.

(c) School districts shall provide the same information for each pupil enrolled in an alternative or off-campus program, or for pupils placed in nonpublic schools, as provided for all other pupils.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 49061, 60605 and 60800, Education Code; 20 USC section 1232g.

§ 1043.8. Reporting Test Scores.

No aggregate or group scores or reports that are compiled pursuant to Education Code section 60800 shall be reported electronically, in hard copy, or in other media, to any audience other than the school or school district where the pupils were tested, if the aggregate or group scores or reports are composed of ten (10) or fewer individual pupil scores. In each instance in which no score is reported for this reason, the notation shall appear: “The number of pupils in this category is too small for statistical accuracy or privacy protection.” In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual pupil.

NOTE: Authority cited: Sections 33031 and 60605, Education Code. Reference: Sections 49061, 60605 and 60800, Education Code; 20 USC section 1232g; 34 CFR part 99.

§ 1043.10. Reports of Results

Results shall be provided to each pupil after completing the test. The results may be provided orally or in writing.

NOTE: Authority cited: Section 33031, Education Code. Reference: Section 60800, Education Code.

§ 1044. Recording Test Scores.

The district superintendent or the county superintendent of schools, as the case may be, shall require that the pupil's scores on each of the tests given him or her in the physical performance testing program be included in the pupil's cumulative record. This requirement may be met by maintaining the regular physical performance testing program card with the cumulative record form.

NOTE: Authority cited: Section 33031, Education Code. Reference: Section 60800, Education Code.

§ 1045. Responsibility of County Superintendent of Schools.

~~As soon as possible after the State Board of Education, pursuant to subdivision (d) of Education Code Section 60603, has designated the physical performance test to be used during the ensuing school year in any grade, the county superintendent of schools shall secure, and until the close of the school year for which the test was designated, shall keep on file for reference purposes, a specimen set of that test.~~

~~The county superintendent of schools shall provide assistance to school districts in administering, recording, and reporting results of, the test.~~

NOTE: Authority cited: Section 33031, Education Code. Reference: Section 60610, Education Code.

§ 1046. Use of Reports.

~~The governing board of each school district shall use the reports of test scores submitted as required in this article for identifying physically underdeveloped pupils adapting instruction to individual needs, appraising pupil progress, adapting the physical education program to meet pupil needs and for such other purposes as may be permitted or required by law.~~

NOTE: Authority cited: Section 33031, Education Code. Reference: Section 60800, Education Code.

Article 2.5. Testing Variations/Accommodations

§ 1047. Testing Variations Available to Eligible Pupils.

(a) Each pupil with an IEP or Section 504 plan shall be given as much of the test as his or her condition will permit.

(b) School districts may provide test variations or as applicable in the accommodations and modifications as defined in the *Matrix*.

NOTE: Authority cited: Section 30331, Education Code. Reference: 20 USC section 1400, et seq.; 29 USC section 794; and 42 USC section 12132 and 12133.

§ 1048. Testing Variations Available to English Learners.

School districts may provide English learner pupils additional testing variations as defined in the *Matrix.*

NOTE: Authority cited: Section 33031, Education Code. Reference: Section 60800, Education Code.

08-26-05

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: November 3, 2005

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

FROM: Gavin Payne, Chief Deputy Superintendent, Office of the Superintendent for the Assessment and Accountability Branch

RE: Item No. 26

SUBJECT: Physical Fitness Test (PFT): Adopt Amendments to Title 5 Regulations

Background
In September 2005, the State Board of Education (SBE) approved the Initial Statement of Reasons, Notice of Proposed Rulemaking, and the proposed amendments to the Title 5 regulations for the PFT and the beginning of the 45-day written comment period.

Additional Proposed Amendments to Regulations
The PFT regulations serve to guide districts and schools in the administration of this assessment. The purposes of the proposed amendments to the current regulations are: 1) to ensure that these regulations conform with the regulations for other California testing programs; 2) to add definitions; 3) clarify requirements of the physical performance test; 4) determine methods of test administration and training; 5) clarify responsibilities of the District PFT Coordinator if one is designated; 6) incorporate required data for analysis of pupil proficiency; 7) clarify the reporting and recording of test scores; 8) clarify testing variations, accommodations, and modifications that may be used on the tests and by which students.

Report on Public Hearing
A public hearing was held on November 2, 2005, as required by the Administrative Procedures Act. The public hearing was called to order at 9:05 a.m. With no one present to comment, the public hearing was recessed at 9:09 a.m., and then reconvened at 9:40 a.m. No one was present to submit verbal comments, so the public hearing was adjourned at 9:41 a.m.

Three written comments were submitted to the Regulations Coordinator during the 45-day public comment period. The first commentor did not address the regulations. The second commentor provided two comments regarding (1) the deletion in subdivision (a) of Section 1041 and (2) the deletion of Section 1045. The third commentor suggested five amendments: one is in conflict with statute, three would impose additional mandated costs, and one is being addressed by modifying Section 1043 (a). The Final Statement of Reasons is attached; it summarizes the additional proposed amendments to the Regulations, the written comments submitted, and the responses to the written comments.

California Department of Education (CDE) staff in consultation with SBE staff reviewed the regulations and determined that further revisions were needed. The revisions were made to reflect the inclusion of specific testing variations and accommodations allowed for the PFT to bring these regulations into alignment with the format of the other testing programs' regulations. References to the Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments (Matrix) have been deleted.

Recommendation
CDE recommends that the SBE approve the revisions with technical changes and direct staff to circulate the proposed regulations for another 15-day public comment period. If no substantive objections to these latest revisions are received during the 15-day comment period, the regulations are adopted and staff is directed to complete the rulemaking package and submit it to the Office of Administrative Law; if substantive objections to the latest revisions are received staff will place the proposed regulations on the SBE's (next meeting) agenda.

Attachment 2: Final Statement of Reasons (4 Pages)
Attachment 3: Amended Physical Fitness Test Regulations (8 Pages)

FINAL STATEMENT OF REASONS
Physical Fitness Testing

UPDATE OF INITIAL STATEMENT OF REASONS

The Physical Fitness Test (PFT) regulations serve to guide school districts and schools in the administration of the physical performance test. The purposes of the proposed changes to the current regulations are: 1) to ensure that these regulations conform with the regulations for other California testing programs; 2) to add definitions; 3) clarify requirements of the physical performance test; 4) determine methods of test administration and training; 5) clarify responsibilities of the District Physical Fitness Test Coordinator; 6) incorporate required data for analysis of pupil proficiency; 7) clarify the reporting and recording of test scores; 8) clarify testing variations, accommodations, and modifications that may be used on the tests and by which students.

During the 45-day public comment period, three sets of comments were received. The first comment did not pertain to the actual text of the proposed regulations. The second set of comments is addressed to regulations that are being deleted due to changes in statute that now include language or context from previous regulations. Therefore, no changes will be made to the proposed regulations with respect to either comment. The third set of comments submitted suggested changes that would be in conflict with statute or impose additional mandated costs. One of the comments will be addressed by modifying section 1043 (a) to clarify who can administer the PFT.

At the completion of the 45-day public comment period, program staff responsible for the development of the regulations, determined that additional language needed to be added with regards to accommodations and modifications. The change was considered substantive and, therefore, a 15-day comment period was deemed necessary.

SUMMARY AND RESPONSE TO COMMENTS RECEIVED DURING THE INITIAL NOTICE PERIOD OF SEPTEMBER 16, 2005 THROUGH NOVEMBER 2, 2005

Commentor #1: Dale Hansen, Superintendent, Cottonwood Union Elementary School District, commented that it is difficult to have the State compare results from physical fitness testing when there is a lack of training for teachers administrating the test.

Response: No response is required because Mr. Hansen's comments do not pertain to the content of the proposed regulations.

Commentor #2: Sherry Skelly-Griffith, ACSA Governmental Affairs, provided two comments as follows.

(1) Section 1041. Required Program Page 2 of 7 beginning on line 29:

This section is deleted in which physically handicapped pupils or each pupil physically unable to take the entire physical fitness test shall be given as much of the test as his condition will permit. The only other reference in the text is for those students with IEPs

or Section 504's and a reference that pupils shall be tested in each fitness component unless exempt by an IEP or Section 504 plan. No guidance is given in the proposed regulations to local education agencies (LEAs) if a student has physical condition rendering them unable to take all components of the PFT. Better guidance in these cases would be helpful because not all students will be under an IEP or Section 504 and some physical conditions may not be addressed by just scheduling an alternative test date.

Response to (1): This portion of Section 1041 (a) was deleted because it was incorporated into statute; see current Education Code section 60800 (a). Therefore, it is not appropriate to include it in the PFT regulations. Students with temporary physical impairments, such as broken arms, are covered by Section 504 plans. If a student's IEP or Section 504 plan excludes the student from taking any portion of the PFT, then the student would be exempt from the PFT. CDE recommends no change to the proposed regulations.

(2) Section 1045 - Responsibility of County Superintendent of Schools - Page 6 of 7 beginning on line 11:

There needs to be a Statement of Reasons for why this section is deleted. According to the California *Education Code* section 60610 which is cited under the deleted section of regulatory language it states: "At the request of the State Board of Education (SBE), and in accordance with rules and regulations that the board may adopt, each county superintendent of schools shall cooperate with and assist school districts under his or her jurisdiction in carrying out the testing programs of those districts or other duties imposed on school districts by this chapter." What is the purpose of deleting the role of the county superintendent to assist school districts in administering, recording, and reporting results of, the test and how will this impact school districts fiscally? The regulations package is entirely silent on this matter.

Response to (2): Since the PFT regulations were previously approved by the SBE, California *Education Code* section 60603 has been changed substantially and the current statute is not applicable to the PFT. California *Education Code* section 60100 also has changed significantly since 1989 and in its current version (added in 1995) it provides that "each county superintendent of schools shall cooperate with and assist school districts under his or her jurisdiction in carrying out the testing programs of those districts…" Therefore, section 1045 of the PFT regulations is no longer needed because it is addressed in statute and identifies the role of the county superintendent of schools. The California Department of Education (CDE) recommends no change to the proposed regulations.

<u>Commentor #3:</u> Rock Braithwaite, Ed.D., Assistant Professor, Humboldt State University, submitted five comments as follows.

(1) Section 1041. Required Program.

(b) All pupils in grades 5, 7, and 9 shall only take the test once during the annual assessment window. Suggested change: Replace the current language in (b)

with the following: The test may be administrated to a pupil only one time during the annual assessment window.

Response to (3): The suggested change would be permissive ("may" rather than "shall") when the test is required by statute (California *Education Code* section 60800 (a)). CDE recommends no change to the proposed regulations.

(2) Section 1041. Required Program.

(d) No test shall be administered in a home or hospital except by a test examiner. No test shall be administered to a pupil by the parent or guardian of that pupil. Suggested Change: Add the following language: No test shall be administered to a pupil by another pupil.

Response to (2): In response to this comment, CDE recommends section 1043(a) be amended as follows: "The tests shall be **administered and** scored by employees of the district…"

(3) Section 1043. Methods of Administration

(a) The tests shall be scored by employees of the district or the employees of the county superintendent of schools. Suggested change: Replace the current language in (a) with the following: The tests shall be scored by employees of the district or county superintendent of schools who hold credentials to teach physical education or are employed as a school nurse or school health clerk.

Response to (3): This would impose a mandated cost. CDE recommends no change to the proposed regulations.

(4) Section 1043.4 District Physical Fitness Coordinator

Suggested change: Add the following language: (7) Ensuring that all school personnel assigned to administer the test have the appropriate test materials, training in test administration, and have completed the Physical Fitness Test Administration Affidavit.

Response to 4: This would impose a mandated cost. CDE recommends no change to the proposed regulations.

(5) Mr. Braithwaite requested the addition of new section which would require a physical fitness test administration affidavit.

Response to (5): This would impose a mandated cost. CDE recommends no change 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 will be made available to the public from November 16, 2005 through November 30, 2005.

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.

TITLE 5. Education

Division 1. California Department of Education

Chapter 2. Pupils

Subchapter 4. Statewide Testing of Pupils and Evaluation Procedures

Article 2. Physical Performance Testing Programs

§ 1040. Definitions ~~of "Pupil."~~.

For the purpose of the physical performance test required by Education Code section 60800, and also referred to as the Physical Fitness Test (PFT), the following definitions shall apply:

(a) "Accommodations" means any variation in the assessment environment or process that does not fundamentally alter what the test measures or affect the comparability of scores. ~~**Accommodations may include variations in scheduling, setting, aids, equipment, and presentation format as defined in the *Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments (Matrix)*, a document incorporated by reference. A copy of the *Matrix* can be found on the California Department of Education's (CDE) Web site at http://www.cde.ca.gov/ta/tg/sa/documents/matrix5.pdf**~~.

(b) "Annual assessment window" begins on February 1 and ends on May 31 of each school year.

(c) "Block schedule" is a restructuring of the school day whereby pupils attend half as many classes, for twice as long.

(d) "District Physical Fitness Test Coordinator" is an employee of the school district designated by the superintendent of the district to oversee the administration of the PFT within the district.

(e) "*FITNESSGRAM*®" is the California Physical Fitness Test designated by the State Board of Education (SBE), a document incorporated by reference. ~~**A copy of the *FITNESSGRAM*® is available on CDE's Web site at http://www.cde.ca.gov/ta/tg/pf/documents/healthfitzones.pdf**~~.

(f) "Grade" for the purpose of the PFT means the grade assigned to the pupil by the school district at the time of testing.

(g) “Modification” means any variation in the assessment environment or process that fundamentally alters what the test measures or affects the comparability of scores ~~**as defined in the *Matrix***~~.

(h) “Pupil” is a person enrolled in a California public school in grade 5, 7 or 9, including those pupils placed in a non-public school through the individualized education program (IEP) process pursuant to Education Code section 56365.

(i) “School district” includes elementary, high school, and unified school districts, county offices of education, any charter school that for assessment purposes does not elect to be part of the school district or county office of education that granted the charter, and any charter school chartered by the SBE.

(j) “Test administration manual” is the Third Edition FITNESSGRAM/ACTIVITYGRAM or any subsequent edition, a document incorporated by reference. A copy may be obtained from CDE staff in the Standards and Assessment Division.

(k) “Test examiner” is an employee of the school district who administers the PFT.

(l) “Variation” is a change in the manner in which a test is presented or administered, or in how a test taker is allowed to respond, and includes, but is not limited to accommodations and modification~~**s**~~ ~~**as defined in the *Matrix***~~.

NOTE: Authority cited: Section~~s~~ 33031 ~~60601 and 60603~~, Education Code. Reference: Sections 60603 and 60608, Education Code.

§ 1041. Required Program.

(a) During the ~~period~~ annual assessment window ~~of March-May, inclusive~~, the governing board of each school district maintaining grades 5, 7, and 9 ~~10~~, or any one or more of such grades, shall administer to each pupil in those grades the physical performance test, *FITNESSGRAM*®, designated by the SBE. This includes pupils who attend schools that are on a block schedule and whose pupils may not be enrolled in physical education classes during the annual assessment window.

~~Each physically handicapped pupil and each pupil who is physically unable to take all of the physical performance test shall be given as much of the test as his condition will permit.~~

(b) All pupils in grades 5, 7 and 9 shall only take the test once during the annual assessment window.

(c) School districts shall test all pupils in alternative education programs conducted off the regular school campus, including, but not limited to continuation schools, independent study, community day schools, and county community schools.

(d) No test shall be administered in a home or hospital except by a test examiner. No test shall be administered to a pupil by the parent or guardian of that pupil.

(e) Pupils shall be tested in each fitness component included in the PFT unless exempt by the pupil's IEP or Section 504 plan.

NOTE: Authority cited: S~~s~~ection~~s~~ 33031 ~~and 60603~~, Education Code. Reference: Sections ~~60602(c), 60603 and 60608~~ 60615 and 60800, Education Code.

§ 1042. Recommended Program.

~~When adequate facilities are available, tests pursuant to this article may be given more often than once yearly.~~

NOTE: Authority cited: Section 33031, Education Code. Reference: Section 60605, Education Code.

§ 1043. Methods of Administration.

(a) The tests shall be administered and scored by employees of the district or the employees of the county superintendent of schools. The scoring thereof shall be in compliance with the instructions of the publisher or developer for scoring, and the scores shall be submitted to the governing board of the school district on the dates required by, and on forms prescribed or approved by, such governing board.

(b) Districts may provide an alternative date for make-ups based on absence or temporary physical restriction or limitations (e.g., recovering from illness or injury).

NOTE: Authority cited: Section 33031, Education Code. Reference: Section 60800, Education Code.

§ 1043.2. Test Administration Training.

(a) For valid results, districts shall use the test administration manual provided for the test designated by the SBE.

NOTE: Authority cited: Section 33031, Education Code. Reference: Section 60800, Education Code.

§ 1043.4. District Physical Fitness Test Coordinator.

(a) On or before November 1 of each school year, the superintendent of each school district, county office of education, and independent charter school may designate from among its employees a District Physical Fitness Test Coordinator. If a District Physical Fitness Test Coordinator is designated, the superintendent shall notify the contractor for the PFT of the identity and contact information of the District Physical Fitness Test Coordinator. The District Physical Fitness Test Coordinator shall be available throughout the year and shall serve as the liaison between the school district and the CDE for all matters related to the PFT.

(b) The District Physical Fitness Test Coordinator responsibilities include, but are not limited to, the following:

(1) Responding to correspondence and inquiries from the contractor in a timely manner and as provided in the contractor's instructions.

(2) Determining school district and individual school test and test material needs.

(3) Overseeing the administration of the PFT to pupils.

(4) Overseeing the collection and return of all test data to the contractor.

(5) Ensuring that all test data are received from school test sites within the school district in sufficient time to satisfy the reporting requirements.

(6) Ensuring that all test data are sent to the test contractor by June 30 of each year.

NOTE: Authority cited: Section 33031, Education Code. Reference: Section 60800, Education Code.

§ 1043.6. Data for Analysis of Pupil Proficiency

(a) Each school district shall provide the contractor of the PFT the California School Information Services (CSIS) student identification number for each pupil tested for purposes of the analyses and reporting.

(b) The demographic information required by subdivision (a) is for the purpose of aggregate analyses and reporting only.

(c) School districts shall provide the same information for each pupil enrolled in an alternative or off-campus program, or for pupils placed in nonpublic schools, as provided for all other pupils.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 49061, 60605 and 60800, Education Code; 20 USC section 1232g.

§ 1043.8. Reporting Test Scores.

No aggregate or group scores or reports that are compiled pursuant to Education Code section 60800 shall be reported electronically, in hard copy, or in other media, to any audience other than the school or school district where the pupils were tested, if the aggregate or group scores or reports are composed of ten (10) or fewer individual pupil scores. In each instance in which no score is reported for this reason, the notation shall appear: “The number of pupils in this category is too small for statistical accuracy or privacy protection.” In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual pupil.

NOTE: Authority cited: Sections 33031 and 60605, Education Code. Reference: Sections 49061, 60605 and 60800, Education Code; 20 USC section 1232g; 34 CFR part 99.

§ 1043.10. Reports of Results

Results shall be provided to each pupil after completing the test. The results may be provided orally or in writing.

NOTE: Authority cited: Section 33031, Education Code. Reference: Section 60800, Education Code.

§ 1044. Recording Test Scores.

The district superintendent or the county superintendent of schools, as the case may be, shall require that the pupil's scores on each of the tests given him or her in the physical performance testing program be included in the pupil's cumulative record. This requirement may be met by maintaining the regular physical performance testing program card with the cumulative record form.

NOTE: Authority cited: Section 33031, Education Code. Reference: Section 60800, Education Code.

§ 1045. Responsibility of County Superintendent of Schools.

~~As soon as possible after the State Board of Education, pursuant to subdivision (d) of Education Code Section 60603, has designated the physical performance test to be used during the ensuing school year in any grade, the county superintendent of schools shall secure, and until the close of the school year for which the test was designated, shall keep on file for reference purposes, a specimen set of that test.~~

~~The county superintendent of schools shall provide assistance to school districts in administering, recording, and reporting results of, the test.~~

NOTE: Authority cited: Section 33031, Education Code. Reference: Section 60610, Education Code.

§ 1046. Use of Reports.

~~The governing board of each school district shall use the reports of test scores submitted as required in this article for identifying physically underdeveloped pupils adapting instruction to individual needs, appraising pupil progress, adapting the physical education program to meet pupil needs and for such other purposes as may be permitted or required by law.~~

NOTE: Authority cited: Section 33031, Education Code. Reference: Section 60800, Education Code.

Article 2.5. Testing Variations/Accommodations

§ 1047. Testing Variations **and Accommodations** Available to ~~**Eligible**~~ Pupils.

(a) Each pupil with an IEP or Section 504 plan shall be given as much of the test as his or her condition will permit.

(b) School districts may provide **all pupils the following** test variations ~~**or as applicable in the accommodations and modifications as defined in the *Matrix*.**~~**:**

(1) extra time within a testing day.

(2) test directions that are simplified or clarified.

(c) All pupils may have the following testing variations if regularly used in the classroom:

(1) audio amplification equipment.

(2) test individual student separately provided that the pupil is directly supervised by the test examiner.

(3) Manually Coded English or American Sign Language to present directions for test administration.

(d) School districts may provide pupils with disabilities the following accommodations if specified in the pupil's IEP or Section 504 plan when administering the PFT:

(1) Administration of the PFT at the most beneficial time of day to the pupil after consultation with the test contractor.

(2) Administration of the PFT by a test examiner to the pupil at home or in the hospital.

(3) Any other accommodation specified in the pupil's IEP or Section 504 plan for the PFT.

NOTE: Authority cited: Section 30331, Education Code. Reference: 20 USC section 1400, et seq.; 29 USC section 794; and 42 USC section 12132 and 12133.

§ 1048. Testing Variations Available to English Learners.

School districts may provide **identified** English learner pupils **the following** additional testing variations **if regularly used in the classroom or for assessment** ~~**as defined in the *Matrix*.**~~**:**

(1) English learners may have the opportunity to be tested separately with other English learners provided that the pupil is directly supervised by the test examiner.

(2) English learners may have the opportunity to hear the test directions printed in the test contractor's manual translated into their primary language. English learners may have the opportunity to ask clarifying questions about the test directions in their primary language.

NOTE: Authority cited: Section 33031, Education Code. Reference: Section 60800, Education Code.

11-02-05

ITEM # 27

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2005 AGENDA

SUBJECT	
Standardized Testing and Reporting Program: Release of Ten Percent Withheld for 2004-05 Educational Testing Service, *California Standards Test* and *California Achievement Tests, Sixth Edition Survey* Contract	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve releasing the ten percent of the funds withheld from progress payments for the 2004-05 *California Standards Test (CST)-California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)* contract with the Educational Testing Service (ETS), pending completion of all contract requirements during December 2005. In the event the contractor does not complete all contract requirements during December 2005, the CDE will bring this item back to the SBE in January.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

- The SBE designated the ETS as the Standardized Testing and Reporting (STAR) contractor for the designated achievement and standards-based achievement tests during April 2002.
- The SBE approved a three-year contract with the ETS at its July 2002 meeting.
- The SBE approved a one year extension of the contract with the ETS at its November 2004 special meeting.
- The *CST-CAT/6 Survey* contract with the ETS ends December 31, 2006.

SUMMARY OF KEY ISSUES

- California State law requires the CDE to withhold no less than ten percent of the amount budgeted for each separate and distinct component task provided for in the STAR Program contract's pending final completion of all component tasks. The contract requires liquidated damages to be paid by the contractor of up to ten percent of the contract for any component task that the contractor through its own fault or that of its subcontractors fails to substantially perform by the date specified in the agreement.

SUMMARY OF KEY ISSUES

- The contractor has satisfactorily performed the component tasks during the 2004-05 testing cycle.

ETS is required to prepare and submit an invoice for the released funds after all contract requirements have been completed. The 2004-05 contract requirements will not be completed until approximately mid-December after final 2005 test results are posted on the Web site.

FISCAL ANALYSIS (AS APPROPRIATE)

The funds to be released were withheld from invoices paid with existing 2004-05 STAR contract funding.

ATTACHMENT(S)

None.

ITEM # 28

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2005 AGENDA

SUBJECT	
Standardized Testing and Reporting Program: Release of Ten Percent Withheld for 2004-05 Educational Testing Service *California Alternate Performance Assessment* Contract	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve releasing the ten percent of the funds withheld from progress payments for the 2004-05 *California Alternate Performance Assessment (CAPA)* contract with the Educational Testing Service (ETS), pending completion of all contract requirements during December 2005. In the event the contractor does not complete all contract requirements during December 2005, the CDE will bring this item back to the SBE in January.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

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

SUMMARY OF KEY ISSUES

- California State law requires the CDE to withhold no less than ten percent of the amount budgeted for each separate and distinct component task provided for in the STAR Program contract's pending final completion of all component tasks. The contract requires liquidated damages to be paid by the contractor of up to ten percent of the contract for any component task that the contractor through its own fault or that of its subcontractors fails to substantially perform by the date specified in the agreement.
- The contractor has satisfactorily performed the component tasks during the 2004-05 *CAPA* testing cycle.

SUMMARY OF KEY ISSUES

ETS is required to prepare and submit an invoice for the released funds after all contract requirements have been completed. The 2004-05 contract requirements will not be completed until approximately mid-December after final 2005 *CAPA* test results are posted on the Web site.

FISCAL ANALYSIS (AS APPROPRIATE)

The funds to be released were withheld from invoices paid with existing 2004-05 STAR contract funding.

ATTACHMENT(S)

None.

ITEM # 29

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2005 AGENDA

SUBJECT	
Standardized Testing and Reporting Program: Contract Release of Ten Percent Withheld for 2004-05 CTB/McGraw-Hill *Spanish Assessment of Basic Education, Second Edition (SABE/2)* Contract	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve releasing the ten percent of the funds withheld from progress payments for the 2004-05 *SABE/*2 contract with CTB/McGraw-Hill, pending completion of all contract requirements during December 2005. In the event the contractor does not complete all contract requirements during December 2005, the CDE will bring this item back to the SBE in January.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

- The SBE approved a three-year contract with CTB/McGraw-Hill for the *SABE/2* designated primary language test at its September 2002 meeting.
- The SBE approved a one-year extension of the CTB/McGraw-Hill contract for *SABE/2* at its September 2004 special meeting.
- The *SABE/2* contract with CTB/McGraw-Hill ends December 31, 2005.
- The SBE designated the *Aprenda 3* as the Standardized Testing and Reporting Program (STAR) designated primary language test in July 2005 with Harcourt Assessment, Inc.

SUMMARY OF KEY ISSUES

- California State law requires the CDE to withhold no less than ten percent of the amount budgeted for each separate and distinct component task provided for in STAR Program contract's pending final completion of all component tasks. The contract requires liquidated damages to be paid by the contractor of up to ten percent of the contract for any component task that the contractor through its own fault or that of its subcontractors fails to substantially perform by the date specified in the agreement.

SUMMARY OF KEY ISSUES

- The contractor has satisfactorily performed the component tasks during the 2004-05 *SABE/2* testing cycle.

SUMMARY OF KEY ISSUES

CTB/McGraw-Hill is required to prepare and submit an invoice for the released funds after all transition tasks have been completed with the new designated primary language contractor.

FISCAL ANALYSIS (AS APPROPRIATE)

The funds to be released were withheld from invoices paid with existing 2004-05 STAR contract funding.

ATTACHMENT(S)

None.

ITEM # 30

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2005 AGENDA

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

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve an additional 21 applications from local educational agencies (LEAs) for fiscal year (FY) 2005-06 Gifted and Talented Education (GATE) program funding. The list of LEAs recommended for approval is provided in Attachment 1.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE annually approves LEA applications for GATE program funding in accordance with *Education Code* (*EC*) Section 52212. In addition to the 21 LEA applications being recommended for funding, there were 478 LEA applications approved at the September 2005 SBE meeting and 297 LEAs with continuing applications that were approved by the SBE in prior years for a total of 796 LEAs approved for FY 2005-06 funding.

SUMMARY OF KEY ISSUES

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

FISCAL ANALYSIS (AS APPROPRIATE)

The LEA GATE funding is based on average daily attendance (a.d.a.) for all students enrolled in the LEA. The funding, which is approximately $8 per student for all students enrolled in the LEA, is used to provide program services for identified GATE students.

FISCAL ANALYSIS (AS APPROPRIATE) (Cont.)

The FY 2005-06 state budget appropriation for the GATE program is $46,197,000. An additional $4,294,000 has been deferred to FY 2006-07. Of the funds appropriated, $304,000 is for increases in a.d.a. at a rate of 0.69 percent. Additionally, $1,875,000 is for the purpose of providing a cost-of-living adjustment at a rate of 4.23 percent.

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

ATTACHMENT(S)

Attachment 1: Gifted and Talented Education 2005-06 1-Year, 2-Year, 3-Year, and 5 Year Approvals (2 Pages)

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

Gifted and Talented Education
2005-06 1-Year, 2-Year, 3-Year, and 5-Year Approvals

County	District	Enrollment	Identified GATE Students	Proposed Funding for FY 2005-06
1-Year Approvals				
Marin				
	Kentfield Elementary School District (SD)	992	100	$10,524
Monterey				
	Salinas City Elementary SD	8,578	459	$70,474
San Mateo				
	La Honda-Pescadero SD	374	50	$18,858
Stanislaus				
	Waterford Unified SD	3,388	77	$15,552
Tehama				
	Red Bluff High SD	2,026	496	$15,353
2-Year Approvals				
Kern				
	El Tejon Unified SD	1,415	46	$17,727
Monterey				
	Chualar Union Elementary SD	332	20	$13,202
3-Year Approvals				
Orange				
	Capistrano Unified SD	50,615	6,010	$407,307
5-Year Approvals				
Los Angeles				
	Los Angeles Unified SD	741,367	59,635	$5,705,329
	Montebello Unified SD	35,999	2,636	$293,375
Sacramento				
	San Juan Unified SD	50,089	4,446	$381,438
San Diego				
	San Diego City Unified SD	134,709	22,500	$1,044,330
Solano				
	Fairfield-Suisun Unified SD	23,370	1,020	$186,981

County	District	Enrollment	Identified GATE Students	Proposed Funding for FY 2005-06
Orange				
	Fountain Valley Elementary SD	6,250	591	$51,822
	Fullerton Elementary SD	13,874	670	$114,618
	Garden Grove Unified SD	50,030	2,121	$412,303
	Huntington Beach City Elementary SD	6,782	915	$57,049
	Newport-Mesa Unified SD	22,487	1,257	$179,913
	Saddleback Valley Unified SD	34,901	4,297	$283,561
	Santa Ana Unified SD	61,693	3,447	$490,860
	Tustin Unified SD	19,736	2,088	$155,891

California State Board of Education

Recommended Standards for Programs for Gifted and Talented Students

Approved October 2001
Revised July 2005

Recommended Standards for Programs for Gifted and Talented Students

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

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

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

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

2:1 The nomination/referral process is ongoing and includes students K-12.		
Minimum Standards: One year approval **a**. All children are eligible for the nomination process regardless of socioeconomic, linguistic or cultural background, and/or disabilities. **b.** The district establishes and implements both traditional and nontraditional instruments and procedures for searching for gifted students. All data is used to ensure equal access to program services. **c.** Referrals are sought from classroom teachers and parents. District actively searches for referrals among underrepresented populations. **d.** Students may be nominated for participation more than once. **e.** All staff receive training and information about the nomination process, including the characteristics of gifted learners and have access to nomination forms.	**Commendable Standards: Two year approval** **a.** Training in the identification process is provided that is specifically appropriate for administrators, teachers and support personnel. **b.** The district maintains data on nominees and includes these data in reassessing students who are referred more than once.	**Exemplary Standards: Three year approval**
2:2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students.		
Minimum Standards: One year approval **a.** A committee, including the GATE coordinator and certificated personnel, make final determinations on individual student eligibility for the program. **b.** Evidence from multiple sources is used to determine eligibility and a data record or file is established for each nominee. **c.** Parents and teachers are notified of a student's eligibility for program placement and are informed of the appeal process. **d.** Transfer students are considered for identification and placement in a timely manner.	**Commendable Standards: Two year approval** **a.** The identification tools used are reflective of the district's population. **b.** The district makes timely changes in identification tools and procedures based on the most current research.	**Exemplary Standards: Three year approval** **a.** Personnel trained in gifted education meet at regular intervals to determine eligibility of individual candidates. **b.** The diversity of the district's student population is increasingly reflected in the district GATE population.
2:3 Multiple service options are available within the gifted education program and between other educational programs. Placement is based on the assessed needs of the student and is periodically reviewed.		
Minimum Standards: One year approval **a.** Students and parents are provided information and orientation regarding student placement and participation options. Signed parent permission for participation is on file. **b.** Upon parent request the district provides identification information the parent may take to a new school or district. **c.** Participation in the program is based on the criteria of identification and is not dependent on the perception of a single individual. Once identified, a student remains identified as a gifted student in the district, though services to individuals may vary from year to year.	**Commendable Standards: Two year approval** **a.** Before any student is considered for withdrawal from the program, interventions are implemented and a meeting is held with the parents and student.	**Exemplary Standards: Three year approval**

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

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

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

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

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

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

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

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

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

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

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

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

ITEM # 31

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2005 AGENDA

SUBJECT	
The Principal Training Program, Assembly Bill 75 (Chapter 697, Statutes of 2001): Approval of Applications for Funding from Local Educational Agencies and Consortia	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the funding applications (Attachments 1 and 2) from local educational agencies (LEAs) and Consortia members that have requested to participate in the Principal Training Program (PTP), Assembly Bill (AB) 75 (Chapter 697, Statutes of 2001). Attachment 3 is a program summary for SBE information.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE approved criteria and requirements for PTP applications at the February 2002 meeting.

SUMMARY OF KEY ISSUES

The PTP requires the SBE to approve all LEA applicants for funding by name only. Initial funding is disbursed once the LEA enters the participant name into the Management System for Principal Training (MSPT). Subsequent payments are disbursed once the training provider records the completed hours into the MSPT.

FISCAL ANALYSIS (AS APPROPRIATE)

Actual LEA reimbursements are dependent upon further information to be provided by LEAs and training providers, such as names of administrator participants and number of hours in actual training. LEAs receive a payment of $1,200 per participant, once the participant name is entered into the MSPT. A second payment of $900 is disbursed once the first 80 hours of training is recorded into the MSPT. A final payment of $900 is disbursed once the participant completes 160 hours of training. It is feasible that initial award requests will be amended throughout the funding period. Estimated State expenditures resulting from this action: $66,000.

ATTACHMENT(S)

Attachment 1: Principal Training Program, Local Educational Agencies Recommended for State Board of Education Approval (1 Page)

Attachment 2: Principal Training Program, Consortia Members Recommended for State Board of Education Approval (1 Page)

Attachment 3: Principal Training Program, Program Summary (1 Page)

PRINCIPAL TRAINING PROGRAM
Local Educational Agencies Recommended
For State Board of Education Approval
November 2005

Applications received during the months of August and September 2005

LOCAL EDUCATIONAL AGENCIES	Total Number of Site Administrators	Total Amount of State Funding Requested
HUMBOLDT Fortuna Union High	2	$6,000
LASSEN Westwood Charter School	1	$3,000
SOLANO Travis Unified	2	$6,000
SONOMA West Sonoma County Union High	7	$21,000
TUOLUMNE Soulsbyville Elementary	1	$3,000
TOTAL	**13**	**$39,000** (13 x $3,000)

PRINCIPAL TRAINING PROGRAM
Consortia Members Recommended
For State Board of Education Approval
November 2005

Applications received during the months of August and September 2005

CONSORTIA with recommended Membership	**Total Number of Site Administrators**	**Total Amount of State Funding Requested**
SANTA CLARA COE Moreland Elementary	2	$6,000
SHASTA COE Tehama COE French Gulch-Whiskeytown Elementary	2 2	$6,000 $6,000
YUBA COE Plumas Elementary	3	$9,000
TOTAL	**9**	**$27,000** (9 x $3,000)

PRINCIPAL TRAINING PROGRAM
Program Summary
November 2005

CURRENT REQUEST SUMMARY

Applications received in August and September 2005

Total number of LEAs recommended for November Approval.....5
Total number of administrators.....13

Total state funds requested by Single LEAs for November approval:
(13 x $3,000) $39,000

Total number of new Consortia recommended for November approval.....None
(New participants added: 9) (9 x $3,000)……..$27,000

Total State Funds Requested..... <u>$66,000</u>
(22 LEAs & new Consortium members x $3,000)

SUMMARY TO DATE

Total number of participating LEAs
(442 Single LEAs plus 264 LEAs included in 20 SBE-approved Consortia)..... 706

Total number of administrators anticipated for program participation..... 11,112

Note: The numbers in the SUMMARY TO DATE have changed due to LEAs withdrawing from the program.

ITEM # 32

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2005 AGENDA

SUBJECT	
Mathematics and Reading Professional Development Program, Assembly Bill 466 (Chapter 737, Statutes of 2001): Approval of Training Providers and Training Curricula	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the providers and training curricula for professional development as shown in Attachment 1 under the provisions of the Mathematics and Reading Professional Development Program, Assembly Bill (AB) 466 (Chapter 737, Statutes of 2001).

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

At the February 2002 meeting, the SBE approved criteria for the approval of training providers and training curricula. The SBE has approved AB 466 training providers and training curricula at previous meetings. The list of current SBE-approved AB 466 providers is available online at *http://www.cde.ca.gov/pd/ca/ma/mard03sbetrngprvdr.asp.*

SUMMARY OF KEY ISSUES

AB 466 established the Mathematics and Reading Professional Development Program, which provides incentive funding to districts to train teachers, instructional aides, and paraprofessionals in mathematics and reading. Once the providers and their training curricula are determined to have satisfied the SBE-approved criteria and have been approved by the SBE, local educational agencies (LEAs) may contract with the approved providers for AB 466 professional development.

FISCAL ANALYSIS (AS APPROPRIATE)

Approval of additional AB 466 providers allows more choice for LEAs in selecting training providers, 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)

Attachment 1: List of Providers and Training Curricula recommended for Board approval (1 page)

List of Providers and Training Curricula recommended for Board approval

The AB 466 review panel recommends approval of the following providers and training curricula:

Sacramento, Stanislaus, Santa Clara, Imperial, Los Angeles, and San Diego County Offices of Education

McDougal Litell, *Algebra Structure & Method, Book 1*
Grade eight
Grade nine through twelve

ITEM # 33

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2005 AGENDA

SUBJECT	
Mathematics and Reading Professional Development Program, Assembly Bill 466 (Chapter 737, Statutes of 2001): Approve Reimbursement Requests from Local Educational Agencies	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve reimbursement requests on the attached lists of local educational agencies (LEAs) that have complied with required assurances for the Mathematics and Reading Professional Development Program, Assembly Bill (AB) 466 (Chapter 737, Statutes of 2001).

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Education Code (EC) Section 99234(g), established by AB 466, stipulates that funding may not be provided to an LEA until the SBE approves the agency's certified assurances. During 2002-03, the SBE approved AB 466 applications **prior to** a participating LEA commencing training. This process caused a time delay before an LEA could begin training. To avoid this delay in 2003-04 and subsequent years, the SBE Executive Director and the CDE Deputy Superintendent for Curriculum and Instruction agreed that LEA compliance with required assurances would be approved by the SBE when LEAs submit a Request for Reimbursement form, which occurs after training is completed.

SUMMARY OF KEY ISSUES

As a condition of the receipt of funds, *EC* Section 99237(a) requires that an LEA submit to the SBE a statement of assurance certified by the appropriate agency official and approved in a public session by the governing body of the agency. LEAs participating in the AB 466 program provide this proof of compliance with assurances by submitting a signed application. LEAs submitting a Request for Reimbursement Form additionally provide summary information regarding credentials held by each teacher who has successfully completed training.

The specific amount for each LEA will be determined by CDE staff in accordance with law, regulation, and the established practice for this program.

FISCAL ANALYSIS (AS APPROPRIATE)

The Legislature appropriated $31.7 million (General Fund) for the AB 466 program for 2004-05. To date the CDE has issued $14,977,500 in payments from 2004-05. Another $12 million is pending payment for claims that were approved at the September board meeting and at prior meetings; therefore sufficient funding remains to pay the 2004-05 claims shown on Attachment 1. Only one claim has been received for 2005-06, and it appears on Attachment 2.

ATTACHMENT(S)

Attachment 1: List of LEAs submitting certification of assurance via a signed **Request for Reimbursement Form**: Fiscal Years Prior to 2005-06 (November 2005) (3 Pages)

Attachment 2: List of LEAs submitting certification of assurance via a signed **Request for Reimbursement Form**: Fiscal Year 2005-06 (November 2005) (1 Page)

List of LEAs submitting certification of assurance via a signed **Request for Reimbursement Form**: Fiscal Years Prior to 2005-06 (November 2005)

COUNTY	LEA NAME	NUMBER OF TEACHERS				PROVIDER	MATERIALS
		Reading 40 Hours	Reading 80 Hours	Mathematics 40 Hours	Mathematics 80 Hours		
Butte	Bangor Union Elementary	5				RIC—Butte COE	Houghton Mifflin, *A Legacy of Literacy*
Fresno	Clovis Unified	57				RIC—San Joaquin COE	Houghton Mifflin, *A Legacy of Literacy*
Fresno	Kerman Unified	45				RIC—San Joaquin COE	Houghton Mifflin, *A Legacy of Literacy*
Kern	Lamont Elementary	96				Calabash	Houghton Mifflin, *A Legacy of Literacy*
Kern	Mojave Unified		2			District	Houghton Mifflin, *A Legacy of Literacy*
Merced	Dos Palos Oro Loma Unified	9				RIC—Sacramento COE	Houghton Mifflin, *A Legacy of Literacy*
Monterey	King City Union Elementary	2				RIC—Sacramento COE	Houghton Mifflin, *A Legacy of Literacy*
Monterey	Monterey Peninsula Unified	7				RIC—Alameda COE	Houghton Mifflin, *A Legacy of Literacy*
Orange	Anaheim City	102				Calabash	Houghton Mifflin, *A Legacy of Literacy*

COUNTY	LEA NAME	NUMBER OF TEACHERS				PROVIDER	MATERIALS
		Reading 40 Hours	Reading 80 Hours	Mathematics 40 Hours	Mathematics 80 Hours		
Orange	Capistrano Unified			5		MPDI—CSU Fullerton	Houghton Mifflin, *Mathematics*
Placer	Placer Union High	2				Sacramento COE (nonRIC)	SRA/McGraw Hill, *REACH*
San Bernardino	Apple Valley Unified	43				Calabash	Houghton Mifflin, *A Legacy of Literacy*
San Bernardino	Victor Valley Union High	27				Sopris West	Glencoe/ McGraw-Hill, *LANGUAGE!*
San Diego	Chula Vista Elementary		1			District	Houghton Mifflin, *Lectura*
San Diego	Jamul-Dulzura Union Elementary		10			District	Houghton Mifflin, *A Legacy of Literacy*
Shasta	Gateway Unified			1		Sacramento COE	McDougal Littell, *Concepts and Skills*
Shasta	Junction Elementary			3		Sacramento COE	McDougal Littell, *Concepts and Skills*
Shasta	Millville Elementary			1		Sacramento COE	McDougal Littell, *Algebra*
Sutter	Marcum-Illinois Union Elementary	2				Calabash	Houghton Mifflin, *A Legacy of Literacy*
Sutter	Meridian Elementary	2				Calabash	Houghton Mifflin, *A Legacy of Literacy*

COUNTY	LEA NAME	NUMBER OF TEACHERS				PROVIDER	MATERIALS
		Reading 40 Hours	Reading 80 Hours	Mathematics 40 Hours	Mathematics 40 Hours		
Tulare	Liberty Elementary	1				Calabash	Houghton Mifflin, *A Legacy of Literacy*
Tuolumne	Twain Harte-Long Barn Union	2				RIC—San Joaquin COE	Houghton Mifflin, *A Legacy of Literacy*
Yolo	Woodland Joint Unified			22		Sacramento COE	Houghton Mifflin, *Mathematics*
	TOTAL	**402**	**13**	**32**	**0**		

List of LEAs submitting certification of assurance via a signed **Request for Reimbursement Form**: Fiscal Year 2005-06 (November 2005)

COUNTY	LEA NAME	NUMBER OF TEACHERS				PROVIDER	MATERIALS
		Reading 40 Hours	Reading 80 Hours	Mathematics 40 Hours	Mathematics 80 Hours		
Merced	Weaver Union	5				Sacramento COE (nonRIC)	Prentice Hall, *Timeless Voices, Timeless Themes*
	TOTAL	**5**	**0**	**0**	**0**		

ITEM # 34

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2005 AGENDA

SUBJECT	
Proposed Changes to be Included in the California School Information Services Data Dictionary, Version 7.0	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the proposed changes for the California School Information Services (CSIS) Data Dictionary, Version 7.0.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Each year the CSIS program must update its data dictionary, prior to scheduled data collections, to include modifications necessary for state reporting and records transfer. The SBE has previously approved CSIS Data Dictionary Versions 1.0-6.1.

SUMMARY OF KEY ISSUES

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

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

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

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

Participation in CSIS is voluntary. There are currently about 250 LEAs participating in CSIS, representing more than half the students in California. These LEAs participate in the CSIS State Reporting and Records Transfer programs. Under the State Reporting program, LEAs submit teacher and student-level data elements to CSIS. CSIS applies CDE business rules to

SUMMARY OF KEY ISSUES

aggregate the data into five state reports: three California Basic Education Data System (CBEDS) reports, the Language Census (LCEN), and the Student National Origin Report (SNOR). The CDE then combines the reports received from CSIS with the aggregate reports received from all other non-CSIS LEAs to produce statewide reports.

The CSIS Data Dictionary lists the data elements that will be transferred electronically from LEAs through CSIS to the CDE, and among LEAs. The CSIS Data Dictionary is a collection of descriptions of the items of information, or data elements which helps to ensure that information exchanged between entities is commonly defined. The CSIS Data Dictionary is used by participating LEAs, CSIS, CDE staff and software companies that produce student information systems.

Attached is a summary of the proposed CSIS Data Dictionary changes from Version 6.1.1 to 7.0. The changes fall into the following categories:

- Enhancements to the display of the dictionary to facilitate usage;
- Modifications or clarifications to data element definitions;
- Addition or deletion of codes to meet reporting needs; and
- Addition of new data elements to meet reporting requirements of additional collections.

The enhancements to the display of the data dictionary include adding a new “Active” column to highlight which data elements are currently used in the CSIS State Reporting and Records Transfer program, removing business rules and notes that duplicate information typically provided in other documents, and deleting unneeded heading over element definitions and codes that restrict their usage. A number of new codes were added to various data elements in order to provide an opportunity to more accurately report data. The new data elements that were added are in anticipation of transitioning through CSIS State Reporting, additional federal NCLB reports. These data elements, such as Weapon Type, Other Firearm or Weapon, Offense Severity, and High Quality Profession Development are currently being collected through the Consolidated Application.

FISCAL ANALYSIS (AS APPROPRIATE)

Minimal CDE, LEA and vendor costs associated with disseminating data dictionary changes, modifying software and populating these data elements in local school information systems.

ATTACHMENT(S)

Attachment 1: Summary of Data Dictionary Changes from Version 6.1.1 to 7.0 (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 School Information Services

Summary of Data Dictionary Changes from Version 6.1.1 to 7.0

For FY 2006-2007
State Reporting and Records Transfer

October 4, 2005

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1. Introduction

1.1 Document Purpose

This *Summary of Data Dictionary Changes from 6.1.1 to 7.0* is intended to present proposed changes to descriptive text and specific data elements and codes.

1.2 Intended Audience

Individuals responsible for oversight and approval of the CSIS Data Dictionary. This document is intended to be read in conjunction with the Data Dictionary Version 7.0.

1.3 Document Organization

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

2. Data Dictionary Element and Definition Changes

The proposed changes to the CSIS Data Dictionary listed below are necessary to meet updated and ongoing requirements for electronic state reporting and records transfer activity beginning in FY 2006-07, and are submitted for review and approval. Proposed changes include additions and deletions of data elements, changes to element attributes, additions and clarifications to

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definitions, and errata (typo corrections, minor edits). **New elements and codes are indicated in Bold.**

Element Number	Element Name	Change
All sections		Added new "Active" column to the Element Usage columns section to identify elements and code sets that are currently defined in CSIS Data Submission Requirements (DSRs) for state reporting and records transfer. Defined entries for this new column in the "Key to Column Entries and Codes" section. Deleted 'M' (Mandated) and 'O' (Optional) codes in the "Records Transfer" column under Element Usage and replaced these codes with 'X' to indicate that the element is used for records transfer. Corrected errata, added minor text clarifications and deleted unneeded text in element/code definitions that do not change the meaning or intent of the element. (See full Data Dictionary 7.0 for summary of specific changes.) For example: Changed word "courses" to *"coursework"* in specific element definitions. Added clarification to element definition: "The context in which the program operates *within the district*."
Selected sections		Deleted Data Dictionary text "Vocational Education" whenever it appears and substituted "Career Technical Education". Also replaced "Voc. Ed." with "Career Tech. Ed." and replaced "Vocational" with "Career Technical".
		Deleted related business rules (whole or in part) and notes (whole or in part) that duplicate information typically provided in Data Submission Requirements (DSR) documents.
		Deleted unneeded headings over element definitions and codes that restrict their usage.

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Element Number	Element Name	Change
02.07.01	Student's Primary Language	Modified element definition from: "The language first learned most frequently used at home or most frequently spoken by the parents or adults in the home." To read: *"A student's primary language as identified by the "Home Language Survey" is the language first learned, most frequently used at home, or most frequently spoken by the parents or adults in the home."*
02.11.01	Dwelling Type	Added new code: **09 - Hotels/motels.** Deleted code: 13 - Permanent housing (defined as families that have been homeless for some time during the year and moved to permanent housing)
05.04	Grade Level	Deleted code UN (Ungraded).
07.30	Institution of Record	Modified element definition from: "The school, district or county office of education that is fiscally responsible for the student (CDS #)" To read: *"The school in which the student is eligible for and/or participating in the program."*
08.05.08.01	Course Term	Added new codes: **CS1 – College Semester 1** **CS2 – College Semester 2** **CQ1 – College Quarter 1** **CQ2 – College Quarter 2** **CQ3 – College Quarter 3** **CQ4 – College Quarter 4** **SC1 – College Summer Semester 1** **SC2 – College Summer Semester 2** **QQ1 – College Summer Quarter 1** **QQ2 – College Summer Quarter 2** Deleted the following general codes: CLS – College Semester CLQ – College Quarter

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Element Number	Element Name	Change
08.05.16 15.10	Academic Course Level 2 Academic Course Level	Modified code definition: "40 - College level" To read: *"40 - College level. (Use if course is taken at or through postsecondary institution, but credit is given by high school towards graduation and/or college prep.)"*
09.12	Test Exclusion Reason	Deleted the following codes: 04 – Student was not tested based on their IEP (or special needs) 20 – IEP exemption(s)
09.28	Test Program ID	Replaced code "3 – SABE/2" with new code name: **3 – Aprenda 3**
11.12	**Weapon Type**	Added new data element defined as: *"The type of weapon used in committing an offense."* Added 4 codes: **01 – Handgun** **02 – Shotgun or rifle** **03 – Other Firearm (specify in DE 11.13 below)** **04 – Other Weapon (specify in DE 11.13 below)**
11.13	**Other Firearm or Weapon**	Added new data element defined as: *"Text description of other firearm or other weapon."*
11.14	**Offense Severity**	Added new data element defined as: *"Degree of severity of an offense, as related to other offenses committed for a particular suspension/expulsion."* Added one code: **1 – Most severe offense for this suspension/expulsion**
13.23	**High Quality Professional Development**	Added new data element defined as: *"The most recent date on which the teacher has completed high quality professional development, as defined by NCLB."*

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Element Number	Element Name	Change
13.24	**National Board Certification**	Added new data element defined as: *"Teacher has received National Board Certification in at least one subject area."* Added 2 codes: **Y – Yes** **N - No**
16.05.01	Program Options	Deleted the following code: 44 – Postsecondary study Modified code definition from: 22 – "Postsecondary education opportunity" to read: *"Postsecondary education"*

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3. Element Code Table Changes

The proposed changes to the CSIS Data Dictionary Code Tables listed below are necessary to meet updated and ongoing requirements for electronic state reporting and records transfer activity beginning in FY 2006-07, and are submitted to the State Board of Education for review and approval. Proposed changes include additions and deletions of data element codes, revisions and clarifications to code definitions, and code errata (typo corrections, minor edits). **New codes are indicated in Bold**.

Code Table	Original Code(s)	Change
Appendix F: Special Programs		Added new codes: **163 – Neglected** **164 - Delinquent**
Appendix H: Program or Instructional Settings		Added new subsection heading "17.3 SELPA Infant (Ages 0-2) Settings" with 3 new codes: **021 - Designated Instruction and Services** **022 - Resource Specialist Program** **023 - Special Day Class** Renumbered subsection 17.3 (Other) as *17.4 (Other)*.
Appendix I: Instructional or Support Services Received		Deleted the following codes under section 18.6.1 (Ages 3-22 only): 055 - Group counseling 051 - Home and hospital 093 - Nonpublic school services 091 - Resource services 092 - Special day class Deleted the following code under section 18.2.6 (Both Ages 3-22 and Infants): 075 - Education technology services

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Code Table	Original Code(s)	Change
		Added the following new codes to subsection 18.6.1 (Ages 3-22 only): **088 - Intensive individual service** **020 - Regular class with accommodation** **025 - Non-intensive school-based program (learning center)** **026 - Resource specialist program/Non-intensive specialist program** **040 - Special day inclusion services** **041 - Special day class in public integrated facility** **042 - Special day class in public separate facility** **043 - Special day class in nonpublic school** Deleted subsection heading "18.6.2 (Both ages 3-22 and infants)" and moved codes under subheading "18.6.1 (Ages 3-22 only)." Renumbered subheading 18.6.3 (Infants only) as *18.6.2 (Infants only).*
Appendix M: Assessment/ Test Types	Modified code definitions from: 133 – Scholastic Assessment Test I (SAT I) 134 – Scholastic Assessment Test II (SAT II Subject Test)	Codes read: *133 – Scholastic Assessment Test - Reasoning (formerly SAT I)* *134 – Scholastic Assessment Test - Subjects (formerly SAT II)* Added new code: **220 – Aprenda**

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Code Table	Original Code(s)	Change
Appendix N: Subtests		Added under test subsection heading '22.2 Physical Fitness Assessment': "Note: Test scores (values) to be entered for each physical fitness test below are specified in parentheses." Added new codes: **541 - Science Total** **542 - History-Social Science Total** **543 - Mathematics: High School (Summative)** **544 – History of Africa** **545 – History of East/Southeast Asia and Oceania** **546 – History of South Asia and the Middle East** **547 – Islamic History** **548 – Italian A2** **549 – Italian B** **550 – Japanese B** **551 – Russian A1** **552 - Critical Reading** **553 - Writing Subscore** **554 - English/Writing** **555 - Art Design** **556 - Environmental Systems** **557 - Mathematics II**
Appendix R: Authorized Teacher Areas		Deleted the following codes: 42 - Bilingual Paraprofessional (aide) 53 - Teacher in Training for a CTC Bilingual Authorization 62 - Teacher in training for SDAIE or ELD Teaching authorization (CLAD or SB 1969/395)

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ITEM # 35

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2005 AGENDA

SUBJECT	
Consolidated Applications 2005-06: Approval	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the 2005-06 Consolidated Applications (ConApps) submitted by local educational agencies (LEAs) in Attachment 1, and conditionally approve the LEA ConApps listed in Attachment 2.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Each year the CDE, in compliance with California *Code of Regulations* Title 5, Section 3920, recommends that the SBE approve applications for funding Consolidated Categorical Aid Programs submitted by LEAs. To date, the SBE has approved ConApps for 1,157 LEAs for 2005-06.

Approximately $3.2 billion is distributed annually through the ConApp process. Assembly Bill 825 consolidated three of the fund sources that were formerly in the Con App (School Improvement Program, California Public School Library Act, and Tenth Grade Counseling) into the Categorical Programs Block Grant. A new fund source, California School Age Families Education (Cal-SAFE) has been added to the ConApp. There are 14 state and federal programs that LEAs may apply for in the ConApp. The state funding sources include: Cal-SAFE; Economic Impact Aid (which is used for State Compensatory Education and/or English learners); Peer Assistance and Review; School Safety (AB 1113); and Tobacco Use Prevention Education. The federal funding sources include Title I, Part A Basic Grant (Low Income); Title I, Part A (Neglected); Title I, Part D, (Delinquent); Title II, Part A (Teacher Quality); Title 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).

The CDE provides the SBE with two types of approval recommendations. Regular approval is recommended when an LEA has submitted a correct and complete ConApp, Part I, and has no serious noncompliant issues over 365 days. Conditional approval is recommended when an LEA has submitted a correct and complete ConApp, Part I, but

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

has one or more serious noncompliant issues over 365 days. Conditional approval provides authority to the LEA to spend its categorical funds on the condition that it resolves or makes significant progress toward resolving noncompliant issues. In extreme cases, conditional approval may include the withholding of funds.

The attachments include ConApp entitlement figures and the Student Testing and Reporting (STAR) data from school year 2004-05. If fiscal data are absent, it indicates that the LEA is new or is applying for direct funding for the first time. If achievement data are absent, it indicates the LEA is new, the scores were attributed to their sponsoring LEA (in the case of charter schools), or there were an insufficient number of student results to report.

SUMMARY OF KEY ISSUES

The CDE recommends regular approval of the ConApp for 49 LEAs (see attachment 1 for the list of LEAs) and conditional approval of the ConApp for 19 LEAs (see attachment 2). These 19 LEAs have longstanding noncompliant issues related to services for English learners. These 19 LEAs will continue to receive funds on the condition that they resolve these issues. No withholding of funds is recommended at this time.

FISCAL ANALYSIS (AS APPROPRIATE)

There is minimal CDE cost to track the SBE approval status of the ConApp for approximately 1,300 LEAs.

ATTACHMENT(S)

Attachment 1: ConApp list – Regular Approvals (3 Pages)
Attachment 2: ConApp list – Conditional Approvals (1 Page)

Recommended for Regular Approval: The following LEAs have submitted a correct and complete ConApp, Part I, and have no compliance issues crucial to student achievement outstanding for more than 365 days. The Department recommends regular approval of these applications.

CD Code	School Code	Local Educational Agency Name	2004-05 ConApp Entitlement	2004-05 Entitlement Per Student	2004-05 Title I Entitlement	2004-05 STAR Data Percent of Students Scoring At or Above: Mathematics Basic	Mathematics Advanced or Proficient	Reading Basic	Reading Advanced or Proficient
0761630	0000000	Acalanes Union High	358,832	62.03	0	28.0	48.9	11.3	80.3
1964733	0100743	Accelerated Elementary Charter	0	0.00	0	0.0	0.0	0.0	0.0
1975309	0000000	Acton-Agua Dulce Unified	423,391	213.19	163,380	26.3	33.9	26.9	44.6
1062000	0000000	American Union Elementary	281,326	770.76	153,650	29.7	36.6	43.8	29.0
4068726	0000000	Cayucos Elementary	86,304	390.52	28,863	20.9	63.3	24.3	66.1
1062109	0000000	Clay Joint Elementary	112,564	504.77	65,904	20.6	71.8	25.9	65.3
2966324	0000000	Clear Creek Elementary	111,754	866.31	70,746	26.5	62.7	26.5	65.1
1964733	0108902	College-Ready Middle Academy	0	0.00	0	0.0	0.0	0.0	0.0
1964733	0101659	Crenshaw Arts-Technology High	22,961	143.51	17,180	3.4	0.7	20.7	8.3
4369419	0000000	Cupertino Union School	3,517,212	219.67	994,255	9.6	81.8	13.3	77.9
3066480	0000000	Cypress Elementary	1,325,711	142.55	405,096	17.6	67.3	25.5	60.9
1463271	0000000	Death Valley Unified	52,607	565.67	22,096	23.1	12.8	26.9	25.6
1964477	0000000	Eastside Union Elementary	1,263,869	464.66	607,572	27.4	24.9	34.4	25.4
1575168	0000000	El Tejon Unified	403,884	283.23	203,630	25.7	30.4	27.4	43.0
1563461	0000000	Fairfax Elementary	1,293,224	753.19	704,595	26.7	24.4	34.2	15.3
1075234	0000000	Golden Plains Unified	1,624,747	850.21	804,653	29.2	23.7	33.6	14.9
1964733	0108894	Heritage College-Ready High	0	0.00	0	0.0	0.0	0.0	0.0
3768338	0108787	High Tech Media Arts	0	0.00	0	0.0	0.0	0.0	0.0
3768338	0107573	High Tech Middle International	0	0.00	0	0.0	0.0	0.0	0.0
1964733	0108936	Huntington Park College-Ready Academy	0	0.00	0	0.0	0.0	0.0	0.0
3367090	0000000	Jurupa Unified	10,958,672	523.74	6,175,007	26.9	29.5	33.4	27.4
1764055	0108340	Lake County International Charter	0	0.00	0	0.0	0.0	0.0	0.0
4269229	0000000	Lompoc Unified	5,610,107	485.47	3,019,764	30.2	31.9	32.1	40.5
3166845	0000000	Loomis Union Elementary	411,581	216.74	149,488	19.3	69.3	20.2	71.1
4369427	4330601	Macsa Academia Calmecac	6,288	49.90	0	16.2	3.7	25.0	8.1

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.

						2004-05 STAR Data Percent of Students Scoring At or Above			
						Mathematics		Reading	
CD Code	School Code	Local Educational Agency Name	2004-05 ConApp Entitlement	2004-05 Entitlement Per Student	2004-05 Title I Entitlement	Basic	Advanced or Proficient	Basic	Advanced or Proficient
4369484	4330619	Macsa El Portal Leadership Academy	45,558	342.54	38,147	8.7	1.0	26.0	10.6
1964808	0000000	Montebello Unified	25,339,221	685.66	12,813,356	26.1	25.4	32.1	24.2
2766092	0000000	Monterey Peninsula Unified	5,562,477	474.90	2,467,511	26.5	32.9	30.8	37.3
3667785	0000000	Mountain View Elementary	855,965	245.83	220,679	27.5	46.2	35.2	43.9
2910298	0000000	Nevada County Office Of Education	8,820	117.60	0	2.3	11.6	11.6	14.0
5673874	0000000	Oak Park Unified	557,800	143.25	211,207	22.2	61.1	16.6	76.8
0161259	0100065	Oakland Unity High (Charter)	0	0.00	0	15.7	2.8	41.0	20.2
1062331	0000000	Orange Center Elementary	519,042	1522.12	290,649	21.7	25.5	31.6	15.2
3066670	0109066	Orange County Educational Arts Academy	0	0.00	0	0.0	0.0	0.0	0.0
2966381	0000000	Pleasant Valley Elementary	98,888	142.28	0	27.7	50.8	32.3	50.3
5472058	0000000	Pleasant View Elementary	344,504	621.85	177,436	23.5	38.6	32.8	21.8
2966399	0000000	Ready Springs Union Elementary	201,070	549.37	113,339	27.4	34.5	37.8	39.1
2165425	0000000	Reed Union Elementary	205,898	190.29	55,222	15.4	78.1	11.9	83.6
2365607	0000000	Round Valley Unified	467,332	1168.33	269,919	20.8	11.8	29.4	12.8
2173361	0000000	Shoreline Unified	274,015	391.45	102,122	28.7	32.6	32.6	44.9
3673890	0000000	Silver Valley Unified	914,185	347.60	484,349	27.6	32.6	33.8	37.2
2775440	0000000	Soledad Unified	2,360,751	599.33	1,062,363	25.0	20.5	34.2	21.0
3768403	0000000	Spencer Valley Elementary	20,040	589.41	2,022	30.0	45.0	25.0	65.0
1563826	0000000	Tehachapi Unified	1,506,870	311.85	714,387	29.1	34.0	30.9	44.4
1964733	6019715	Vaughn Next Century Learning Center	1,027,284	667.93	792,907	29.0	41.1	38.7	27.5
1563834	0000000	Vineland Elementary	1,015,345	1143.41	575,548	25.7	18.7	31.3	14.3
1062174	1030857	West Fresno Performing Arts Academy	62,972	401.10	51,539	8.2	0.0	21.6	7.2
4970607	0000000	West Sonoma County Union High	449,359	176.57	188,477	29.5	28.0	22.2	55.5

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.

						2004-05 STAR Data Percent of Students Scoring At or Above			
						Mathematics		Reading	
CD Code	School Code	Local Educational Agency Name	2004-05 ConApp Entitlement	2004-05 Entitlement Per Student	2004-05 Title I Entitlement	Basic	Advanced or Proficient	Basic	Advanced or Proficient
1363230	0000000	Westmorland Union Elementary	514,434	1236.62	309,075	38.0	19.1	44.1	25.5

49 Total Number of LEAs in the report

$70,216,864 Total ConApp entitlement for districts receiving regular approval

Recommended for Conditional Approval:

The following LEAs have submitted a complete Consolidated Application, Part I, but have compliance issues crucial to student achievement outstanding for more than 365 days. The Department recommends conditional approval of these applications.

CD Code	School Code	Local Educational Agency Name	2004-05 ConApp Entitlement	2004-05 Entitlement Per Student	2004-05 Title I Entitlement	2004-05 STAR Data Percent of Students Scoring At or Above: Mathematics Basic	Mathematics Advanced or Proficient	Reading Basic	Reading Advanced or Proficient
1663875	0000000	Armona Union Elementary	761,978	720.21	414,908	30.2	22.8	35.5	20.3
3768056	0000000	Del Mar Union Elementary	365,604	104.46	0	8.5	86.3	12.5	82.5
2465680	0000000	El Nido Elementary	167,652	769.05	88,806	24.0	35.2	30.2	29.6
4569971	0000000	Enterprise Elementary	2,526,546	687.87	1,431,255	26.9	44.6	32.5	42.7
1875036	0000000	Fort Sage Unified	162,336	791.88	92,978	30.9	12.9	32.6	24.7
3066522	0000000	Garden Grove Unified	31,547,182	628.66	14,826,104	26.2	44.3	32.3	39.3
2775473	0000000	Gonzales Unified	1,853,747	776.93	938,553	28.1	25.1	34.3	25.2
2766068	0000000	King City Joint Union High	833,483	375.10	551,681	29.7	8.3	33.0	22.3
2766050	0000000	King City Union Elementary	1,850,766	704.79	898,510	26.1	25.2	31.5	22.2
1864139	0000000	Lassen Union High	255,579	226.78	173,017	29.4	19.0	29.6	42.3
3768221	0000000	National Elementary	5,750,685	879.18	2,947,926	27.1	44.6	34.9	29.6
2766159	0000000	Salinas Union High	6,809,545	497.66	3,570,527	25.6	14.1	31.5	25.9
2766183	0000000	San Lucas Union Elementary	495,285	3962.28	407,999	29.3	21.2	35.4	9.1
3768379	0000000	San Ysidro Elementary	4,448,172	867.60	2,134,671	28.7	30.0	33.2	21.1
4475432	0000000	Scotts Valley Unified	412,479	149.29	121,277	22.1	50.0	18.6	60.6
4970953	0000000	Sonoma Valley Unified	1,759,678	373.60	605,209	25.4	35.3	26.6	42.0
1062521	0000000	Washington Union High	1,180,232	1098.91	676,862	14.0	1.8	33.6	17.7
1965136	0000000	William S Hart Union High	2,217,919	115.47	830,542	28.6	37.0	25.3	52.3
4770516	0000000	Yreka Union High	394,224	450.03	297,015	27.3	26.8	31.3	43.3

19 Total Number of LEAs in the report

$70,216,864 Total ConApp entitlement for districts receiving conditional approval

ITEM # 36

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2005 AGENDA

SUBJECT	
Establishment of a Second Regional Occupational Center or Program: Approve Commencement of the Rulemaking Process for Amendments to Title 5, Sections 11987 – 11994.	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE): (1) 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

A request by San Joaquin County Office of Education to establish a second Regional Occupational Center or Program (ROCP) was considered at the September 7, 2005, SBE meeting. No action was taken by the SBE on the request. The SBE did, however, request CDE staff to prepare proposed regulations to assist the SBE in evaluating requests by County Offices of Education (COEs) to establish a second ROCP.

SUMMARY OF KEY ISSUES

California *Education Code* (*EC*) Section 52301(a) permits a COE to establish and maintain at least one ROCP with consent of the SBE. Until recently, there has not been a request from a COE in California to establish a second ROCP within the same county.

The *EC* contains no criteria or guidelines to assist the SBE to evaluate the merits of such a request. The SBE, faced with its first request to establish a second ROCP, seeks to establish the proposed regulations to evaluate any requests of this nature.

FISCAL ANALYSIS (AS APPROPRIATE)

ROCPs are funded under Proposition 98 through the annual Budget Act Item 6110-105-0001. The 2005-06 appropriation is approximately $421 million. This is a fixed amount fully allocated to all ROCPs based on a revenue limit unique to each ROCP and a limit (cap) on the number of average daily attendance (a.d.a.) that can be funded in each ROCP.

FISCAL ANALYSIS (AS APPROPRIATE) (Cont.)

These regulations are fiscally neutral from a state budget act perspective because the funding for all ROCP apportionment in California is capped. However, it is not fiscally neutral to the ROCPs within the state system. Funding to establish the new ROCP will be taken off the top of the total state appropriation available for all ROCPs, and could potentially cause a system wide deficit.

However, the fiscal impact of these regulations is unknown because it depends upon the total number of second ROCPs approved by the SBE. Each approved request will be funded through the principal apportionment system at the specific COE ROCP revenue limit per a.d.a. If for example, consent were given to a COE for a second ROCP with the maximum of 350 a.d.a. and a revenue limit of $3,121 (the state wide average ROCP revenue limit), the total annual additional cost to the system for this example would be $1,092,350 for this one ROCP. The actual amount could fluctuate year to year depending on the actual number of a.d.a. generated by each approved second ROCP.

Adoption of these regulations would not result in additional state operations costs to the CDE.

ATTACHMENT(S)

Attachment 1: Title 5, Education. Regional Occupational Centers and Regional Occupational Programs (5 pages)

Attachment 2: Notice of Proposed Rulemaking (4 pages)

Attachment 3: Initial Statement of Reasons (2 pages)

Title 5. EDUCATION

Division 1. California Department of Education

Chapter 11. Special Programs

Subchapter 7. Regional Occupational Centers and Regional Occupational Programs

§ 11504.1. Establishment of Additional Regional Occupational Centers or Programs (ROCP).

(a) The County Superintendent of Schools of the county requesting establishment of an additional Regional Occupational Center or Program (ROCP) shall submit a written letter of request to the State Board of Education (SBE) that both explains and justifies the intended operation including compliance with all requirements in this chapter and those delineated in article 1, chapter 9, part 28, division 4, title 2 of the Education Code.

(b) A request shall be submitted to the SBE at least six months prior to the intended start date of the additional ROCP and shall contain all of the following items:

(1) The meeting date that the County Superintendent of Schools obtained County Board of Education approval for the request to establish an additional ROCP.

(2) An explanation of the rationale for the need for an additional ROCP in the same county. The rationale shall include, but not be limited to, benefits for the student population, the reason the existing ROCP programs and services cannot address the needs of the pupils to be enrolled in the additional ROCP and what steps have been taken to allocate existing county ROCP average-daily-attendance (a.d.a.) to the needs

of the students of the proposed additional ROCP, and how growth a.d.a. has been allocated for these students.

(3) A description of any adverse programmatic and fiscal effects upon any existing ROCP, any single district ROCP, or any Joint Powers Agreement (JPA) ROCP in the county.

(4) A description of how business and industry in the county will participate in the formation and operation of an additional ROCP. Describe how business and industry will benefit from the establishment of an additional ROCP.

(5) The results of a job market study conducted in the labor market area in which the proposed additional ROCP shall operate. The study shall use all available sources of labor market information and include an analysis of existing career technical and occupational training programs maintained by high schools, community colleges, and private postsecondary schools in the area to ensure that the anticipated employment demand for trainees in the proposed ROCP area justifies the establishment of the proposed courses of instruction. Prior to establishing the additional ROCP, the governing board of the proposed additional ROCP shall determine whether or not the survey and analysis justifies the proposed skill training, and shall further determine whether the skill training should be offered through an additional ROCP or through another method.

(6) A description of how the additional ROCP will address (1) individual counseling and guidance in career technical matters, (2) curriculum which includes SBE-adopted Career Technical Education (CTE) standards and skill training in occupational fields having current and future labor market needs, (3) an opportunity for students to acquire

entry level career technical skills which may lead to a combination work-study schedule, (4) upgrading of the career technical skills of students and for retraining where necessary, (5) maintaining a pupil-teacher ratio which will enable students to achieve optimum benefits from the instructional program, and (6) the use of business and industry subject matter advisory committees to provide curriculum input and approval for all courses.

(7) A description of the career technical education career pathway sequence of courses, the courses which offer academic credit for both elective and required graduation purposes, and the percentage of courses which are reinforcing and integrating academic standards and a listing of written articulation agreements with postsecondary educational institutions.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 52301, 52302, 52302.5 and 52304, Education Code.

§ 11504.2. Student Participation in Additional ROCP.

Student participation and enrollment in the additional ROCP shall abide by the following criteria:

(a) The highest priority for programs and services shall be given to youth from the age of 16 to 18 years inclusive.

(b) The additional ROCP shall admit all pupils eligible to attend a high school or adult school in a school district subject to the jurisdiction of the County Superintendent of Schools operating the ROCP. The additional ROCP shall be operated only at a single site. Enrollment of adults shall only be permissible if there are no additional

pupils in grades 11 and 12, or other secondary students age 16 or older who would benefit from participation. Adult participation may not exceed ten percent of the prior year average daily attendance.

(c) The governing board shall annually review and assess the participation of pupils in grades 11 and 12 in ROCP programs and prepare an annual plan to increase participation of these pupils unless it determines that there are no additional pupils enrolled in the service area that would benefit from this participation.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 52302.5 and 52304.1, Education Code.

§ 11504.3. Maximum Permissible Average Daily Attendance.

The Average Daily Attendance for any additional ROCP shall not exceed 350 units.

NOTE: Authority cited: Section 33031, Education Code.

§ 11504.4. Evaluation of Additional ROCP.

After the initial consent by the SBE, the additional county ROCP will operate as a pilot ROCP for two years. At the completion of the two-year period, the COE governing board shall submit to the SBE and the Superintendent of Public Instruction a report which provides evidence of successful student achievement. Evidence of successful student achievement shall include, but not be limited to, the percentage of students following a career pathway sequence of courses, the percentage of students awarded skill certification in an occupational field, the percentage of students successfully completing a program of career study encompassing career technical education

standards, the job placement rate of eligible graduates available for employment, the graduation and dropout rates, percentage of graduates' matriculation into advanced occupational training programs in postsecondary institutions, and other indicators of success. If the additional ROCP is in full compliance with all provisions of the California *Education Code* and title 5, and the SBE determines there is evidence of skill and academic success, then permanent consent may be granted by the SBE.

NOTE: Authority cited: Section 33031, Education Code. Reference: Section 52302.3, Education Code.

10-06-05

STATE OF CALIFORNIA ARNOLD SCHWARZENEGGER, *Governor*

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

NOTICE OF PROPOSED RULEMAKING
AMENDMENT TO TITLE 5, CALIFORNIA CODE OF REGULATIONS
REGARDING REGIONAL OCCUPATIONAL CENTERS AND
REGIONAL OCCUPATIONAL PROGRAMS

[Notice published November 18, 2005]

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

PUBLIC HEARING

California Department of Education staff, on behalf of the State Board, will hold a public hearing beginning at **9:00 a.m. on January 4, 2006**, at the Auditorium at 1500 Capitol Mall, Sacramento. The room is wheelchair accessible. At the hearing, any person may present statements or arguments, orally or in writing, relevant to the proposed action described in the Informative Digest. The State Board requests that any person desiring to present statements or arguments orally notify the Regulations Coordinator of such intent. The State Board requests, but does not require, that persons who make oral comments at the hearing also submit a written summary of their statements. No oral statements will be accepted subsequent to this public hearing.

WRITTEN COMMENT PERIOD

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

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

Comments may also be submitted by facsimile (FAX) at (916) 319-0155 or by e-mail to dstrain@cde.ca.gov. Comments must be received by the Regulations Coordinator prior to **5:00 p.m. on January 4, 2006**.

AVAILABILITY OF CHANGED OR MODIFIED TEXT

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

AUTHORITY AND REFERENCE

Authority: Section 33031, Education Code.

Reference Sections 52301, 52302, 52302.5 and 52304, Education Code.

INFORMATIVE DIGEST/POLICY STATEMENT OVERVIEW

The proposed regulations provide the State Board with the criteria to decide whether or not to grant approval for a request from a county superintendent of schools to establish an additional Regional Occupational Center or Program (ROCP).

California *Education Code* section 52301(a) permits a county superintendent of schools of each county, with the consent of the State Board, to establish and maintain at least one regional occupational center, or regional occupational program.

The State Board has requested regulations to assist in the evaluation of a request from a county superintendent of schools to establish a second ROCP.

DISCLOSURES REGARDING THE PROPOSED REGULATION

The State Board has made the following initial determinations:

Mandate on local agencies or school districts: TBD

Cost or savings to state agencies: TBD

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

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

Cost or savings in federal funding to the state: TBD

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

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

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

Effect on housing costs: TBD

Effect on small businesses: The proposed regulations would not have a significant adverse economic impact on any business because they relate only to public charter schools and not to small business practices.

CONSIDERATION OF ALTERNATIVES

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

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

CONTACT PERSONS

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

Dennis Guido, Education Programs Consultant
Regional Occupational Centers and Programs
California Department of Education
1430 N Street, Room 4503
Sacramento, CA 95814
Telephone: (916) 322-5050

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

INITIAL STATEMENT OF REASONS AND INFORMATION

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

TEXT OF PROPOSED REGULATION AND CORRESPONDING DOCUMENTS

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

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

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

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

REASONABLE ACCOMMODATION FOR ANY INDIVIDUAL WITH A DISABILITY

Pursuant to the *Rehabilitation Act of 1973,* the *Americans with Disabilities Act of 1990,* and the *Unruh Civil Rights Act,* any individual with a disability who requires reasonable accommodation to attend or participate in a public hearing on proposed regulations, may request assistance by contacting Dennis Guido, Regional Occupational Centers and Programs, 1430 N Street, Sacramento, CA, 95814; telephone, (916) 322-5050; fax, (916) 323-2597. It is recommended that assistance be requested at least two weeks prior to the hearing.

INITIAL STATEMENT OF REASONS
Regional Occupational Centers and Regional Occupational Programs

SECTION 11504.1. Establishment of Additional Regional Occupational Centers or Programs (ROCP).
SECTION 11504.2. Student Participation in Additional ROCP.
SECTION 11504.3. Maximum Permissible Average Daily Attendance.
SECTION 11504.4. Evaluation of Additional ROCP.

SPECIFIC PURPOSE OF THE REGULATIONS

The proposed regulations establish the criteria upon which the State Board of Education (State Board) can evaluate a request by a county superintendent of schools from a county office of education to establish a second ROCP. California *Education Code* section 52301(a) permits a county superintendent of schools of each county, with the consent of the State Board, to establish and maintain at least one ROCP. The proposed regulations require the county superintendent of schools of the county office of education making the request to provide certain specific information to the State Board as supporting documentation for the request.

The proposed regulations are added to title 5, California Code of Regulations to provide guidance to a requesting county office of education on the program elements that must be presented to the State Board of Education to justify the formation of an additional regional occupational center or program within the same county.

NECESSITY/RATIONALE

The *Education Code* permits a county office of education to establish and maintain at least one ROCP with consent of the State Board. Until recently, there has not been a request from a county office of education in California to establish an additional ROCP within the same county.

The *Education Code* contains no criteria or guidelines to assist the State Board to evaluate the merits of such a request. The State Board, faced with its first request for a second ROCP, seeks guidance from the proposed regulations to evaluate any requests of this nature.

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

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

REASONABLE ALTERNATIVES TO THE REGULATIONS AND THE AGENCY'S

REASONS FOR REJECTING THOSE ALTERNATIVES

At the September 7, 2005 State Board meeting, several alternatives were discussed during the public comment portion of the meeting on the first-ever request to the State Board by a county office of education to form a second ROCP. The three most prevalent were (1) serve any additional pupils requiring ROCP instruction through the existing county ROCP structure, (2) reallocate the existing ROCP average daily attendance (a.d.a.) of the existing county ROCP to serve any additional pupils for ROCP instruction, or (3) use the allocated growth funding for the existing ROCP to serve students in the second ROCP.

The alternatives were considered by the State Board at the September 7, 2005 meeting, however, no formal action was taken on any alternatives.

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

It is not anticipated that there will be any adverse impact on small businesses that would necessitate developing alternatives to the proposed regulatory action. The proposed regulations apply only to county offices of education in California.

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

The proposed regulations are not anticipated to have a significant adverse economic impact on any business because the regulations apply only to county offices of education and not to business practices.

10-06-05

ITEM # 37

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2005 AGENDA

SUBJECT	
Immediate Intervention/Underperforming Schools Program (II/USP) and High Priority Schools Grant Program (HPSGP): Proposed Intervention for Cohort 1 HPSGP Schools that Failed to Show Significant Growth and Request to Rescind State-monitoring for One II/USP School	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends:

1. That the State Board of Education (SBE) deem state-monitored the Cohort 1 High Priority Schools Grant Program (HPSGP) schools with invalid Academic Performance Index (API) data as identified in Attachment 2,

2. That the SBE assign a School Assistance and Intervention Team (SAIT) to the schools identified in Attachment 2 and allow the local governing board to retain its legal rights, duties, and responsibilities with respect to each school,

3. That the SBE approve notice to districts that there may be potential additional sanctions following two API growth data points, and

4. That the SBE rescind the SBE action on September 8, 2005 to deem Dailey Elementary School in Fresno Unified School District as state-monitored and to assign a SAIT to the school.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Pursuant to *Education Code* sections 52055.5(b) and 52055.650, Immediate Intervention/Underperforming Schools Program (II/USP) and HPSGP schools failing to demonstrate significant growth, as defined in Title 5 Regulations (see Attachment 1), are subject to state monitoring.

Schools in II/USP are required to make at least one point of API growth in order to demonstrate significant growth.

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

Pursuant to Title 5 Regulations, II/USP schools without a valid API demonstrate academic growth equivalent to significant growth when the weighted average percent proficient across all California Standards Tests (CSTs) in English/Language Arts and Mathematics increases by at least one percentage point from the prior year to the year in which they have an invalid API score.

Schools in the HPSGP meet significant growth when their combined growth is equal to or greater than ten API points over the last three years and when the school also achieves positive API growth in two of the last three years.

Pursuant to Title 5 Regulations, HPSGP schools without a valid API in at least one of three years demonstrate academic growth equivalent to significant growth when the weighted average percent proficient across all CSTs in English/Language Arts and Mathematics increases by at least two percentage points over the prior three-year period.

At the September 2005 SBE meeting, the SBE approved the State Superintendent of Public Instruction's (SSPI) recommendation that districts whose II/USP schools in Cohorts 1, 2, and 3 and HPSGP schools in Cohort 1 that failed to show significant growth, as defined by the SBE, contract for the services of an approved SAIT Provider. In addition, the SBE postponed, until November, a decision on those schools without valid API data in order for staff to calculate an alternative API using the criteria to demonstrate significant growth as defined in Title 5 Regulations approved in August of 2005 (see Attachment 1).

SUMMARY OF KEY ISSUES

The 2005 schoolwide API results yielded only one II/USP school without valid API growth data. That school made growth based on the alternative growth criteria regulation. Twenty-six HPSGP schools do not have valid API growth data and, based on the regulation, 15 did not make significant growth. The 15 that did not make significant growth are listed in Attachment 2.

The SSPI, with the approval of the SBE, is required to invoke sanctions from one of two groups for any of these schools failing to make significant growth:

1. According to the provisions of *Education Code (EC)* Section 52055.650, the SSPI shall:

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

SUMMARY OF KEY ISSUES (Cont.)

- Reassign the principal of that school, subject to a hearing; and
- Do one or more of the following with respect to a state-monitored school:
  - Revise attendance options;
  - Allow parents to apply directly to the SBE to establish a charter school;
  - Assign the management of the school to a school management organization;
  - Reassign other certificated employees of the school;
  - Renegotiate a new collective bargaining agreement at the expiration of the existing one;
  - Reorganize the school, and/or
  - Close the school.

2. As an alternative to the above, the SSPI, with the approval of the SBE, may require districts to contract with a SAIT in lieu of other interventions and sanctions. If the SBE approves, the governing board of the school district may retain its legal rights, duties, and responsibilities with respect to that school. *(EC* Section 52055.650)

Because 15 schools failed to demonstrate growth using the alternative API growth criteria, these schools are being recommended for state monitoring and assignment of a SAIT team.

In addition, due to overcrowding issues, students, teachers, and the II/USP Program were transferred from Dailey Elementary School to Hamilton Elementary School in the Fresno Unified School District during 2001. As a result of the movement of students, teachers, and the II/USP Program to Hamilton, Dailey was no longer subject to the II/USP accountability requirements. Due to changes in state staffing at the time of this transition, the data files were not updated and Dailey was inadvertently identified as a state-monitored school in September 2005. Hamilton is also in II/USP. Hamilton continues to make significant growth each year and therefore remains “on watch.” Thus, staff is recommending that the SBE rescind state monitoring for Dailey Elementary School in the Fresno Unified School District.

FISCAL ANALYSIS (AS APPROPRIATE)

Details of the expenditure plan for allocations to state-monitored HPSGP schools are contingent upon legislative action to disburse funds and are incorporated in the November SBE item entitled:

> Immediate Intervention/Underperforming Schools Program (II/USP) and High Priority Schools Grant Program: School Assistance and Intervention Team (SAIT): Approval of Expenditure Plan to Support SAIT Activities and Corrective Actions in State Monitored Schools and Request to Rescind Expenditure Plan for One II/USP School

ATTACHMENT(S)

Attachment 1: Title 5. Education, Division 1. California Department of Education, Chapter 2. Pupils, Subchapter 4. Statewide Testing of Pupils and Evaluation Procedures, Article 1.6. Immediate Intervention/ Underperforming Schools Program (II/USP) and High Priority Schools Grant Program (HPSGP): Definition of Significant Growth and Criteria to Determine Academic Growth for II/USP and HPSGP Schools Without Valid API's (2 Pages)

Attachment 2: Cohort 1 High Priority Schools Grant Program (HPSGP) Schools Without Valid Growth Academic Performance Index (API) Data that Failed to Meet the Alternative Criteria for Significant Growth (1 Page)

Cohort 1 High Priority Schools Grant Program (HPSGP) Schools Without Valid Growth Academic Performance Index (API) Data that Failed to Meet the Alternative Criteria for Significant Growth

CDS Code	District Name	School Name	Met Alternative Growth Criteria	Difference in ELA % Proficient	Difference in Math % Proficient
07617540734566	Mt. Diablo Unified	Mt. Diablo High	No	3.12	-0.60
10623646115224	Parlier Unified	Parlier Junior High	No	2.10	-1.51
10625211038298	Washington Union High	Easton Continuation High	No	3.70	0.00
16639821630011	Lemoore Union High	Jamison (Donald C.) High (Continuation)	No	-5.11	-16.67
16639821630144	Lemoore Union High	Yokuts High	No	0.00	0.00
19647331932128	Los Angeles Unified	Crenshaw Senior High	No	1.13	-0.56
19647331935154	Los Angeles Unified	Locke (Alain Leroy) Senior High	No	3.46	0.10
19647331935519	Los Angeles Unified	Manual Arts Senior High	No	2.74	-0.05
19647331939305	Los Angeles Unified	Washington (George) Preparatory High	No	-0.56	-0.02
19734371932326	Compton Unified	Dominguez High	No	6.40	0.42
34674393431012	Sacramento City Unified	Burbank (Luther) High	No	4.07	-12.62
36677103630019	Fontana Unified	Birch High (Continuation)	No	3.46	-1.97
36677103630480	Fontana Unified	Citrus High (Continuation)	No	4.67	1.41
36738583630076	Baker Valley Unified	Baker High	No	5.59	0.00
54718035430301	Alpaugh Unified	Alpaugh Junior-Senior High	No	8.00	-3.82

Title 5. EDUCATION

Division 1. California Department of Education

Chapter 2. Pupils

Subchapter 4. Statewide Testing of Pupils and Evaluation Procedures

Article 1.6. Immediate Intervention/Underperforming Schools Program (II/USP) and High Priority Schools Grant Program (HPSGP): Definition of Significant Growth and Criteria to Determine Academic Growth for II/USP and HPSGP Schools Without Valid API's

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

A school participating in the Immediate Intervention/Underperforming Schools Program (II/USP) of Education Code sections 52053 through 52055.55 achieves **"**significant growth**"** as that term is used in Education Code sections 52055.5 and 52055.55 when its schoolwide Academic Performance Index (API) growth is greater than zero and the school does not achieve its API growth target pursuant to Education Code section 52052(c).

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 52052, 52053, 52054, 52055.5, and 52055.55, Education Code.

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

Schools participating in the II/USP without a valid API score pursuant to Education Code section 52052(f) demonstrate academic growth equivalent to significant growth for purposes of Education Code sections 52055.5 and 52055.55 when the weighted average percent proficient across all California Standards Tests in (a) English/language arts and (b) mathematics increased by at least one percentage point from the prior year to the year in which they have an invalid score. For purposes of this calculation, there shall be no rounding (e.g., 0.99 does not round up to 1.00).

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 52052, 52053, 52054, 52055.5, and 52055.55, Education Code.

§ 1030.7. Definition of Significant Growth for HPSGP Schools.

A school participating in the High Priority Schools Grant Program (HPSGP) of Education Code sections 52055.600 through 52055.662 achieves **"**significant growth**"** as that term is used in Education Code section 52055.650 when its combined growth is equal to or greater than ten Academic Performance Index (API) points on the API over the last three years it participates in the program and also achieves positive API growth in two of the last three years.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 52052, 52055.600, 52055.640, 52055.645, and 52055.650, Education Code.

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

Schools participating in the HPSGP without a valid API score pursuant to Education Code section 52052(f) in at least one out of three years demonstrate academic growth equivalent to significant growth for purposes of Education Code section 52055.650 when the school's weighted average percent proficient across all California Standards Tests in (a) English/language arts and (b) mathematics increased by at least two percentage points over the prior three year period. For purposes of this calculation, there shall be no rounding (e.g., 0.99 does not round up to 1.00).

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 52052, 52055.600, 52055.640, 52055.645, and 52055.650, Education Code.

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: November 2, 2005

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

FROM: Sue Stickel, Deputy Superintendent
Curriculum and Instruction Branch

RE: Item No. 37

SUBJECT: Immediate Intervention/Underperforming Schools Program (II/USP) and High Priority Schools Grant Program (HPSGP): Proposed Intervention for Cohort 1 HPSGP Schools that Failed to Show Significant Growth and Request to Rescind State-monitoring for One II/USP School

As a result of the October 27, 2005, Academic Performance Index (API) data release, and continuing data changes, the status of ten schools in the Immediate Intervention/Underperforming Schools Program (II/USP) and High Priority Schools Grant Program (HPSGP) have changed.

Five HPSGP schools are no longer recommended for state monitoring and five II/USP schools are now recommended for state monitoring. Attachment 2 has been revised and Attachment 3 has been added to reflect these data changes.

Baker High in Baker Valley Unified completed data changes and has made significant growth as defined for the HPSGP and should not be subject to state monitoring. This school is not listed on the revised Attachment 2.

Subsequent to the October 27, 2005 data release, four Cohort 1 HPSGP schools have indicated that they are now changing data. These schools were included in the original November 2005 State Board of Education (SBE) Item, but as a result of their status as changing data, they are not now recommended for state monitoring.

In addition, five II/USP schools that have completed data changes are now subject to state monitoring and are listed in Attachment 3. Staff have confirmed with each district that the school data have been corrected and the district understands that the CDE will recommend the identified school(s) be state-monitored in November 2005. The CDE recommends:

1. That the SBE deem the five II/USP schools listed on Attachment 3 that were changing data and failed to make significant growth as state-monitored,

2. That the SBE assign a School Assistance and Intervention Team (SAIT) to the schools identified in Attachment 3 and allow the local governing board to retain its legal rights, duties, and responsibilities with respect to each school, and

3. That the SBE approve notice to districts that there may be potential additional sanctions following two API growth cycles.

There may be additional schools subject to state monitoring in January 2006 as schools continue to make data changes.

Attachment 2: Revised Cohort 1 High Priority Schools Grant Program Schools Without Valid Growth Academic Performance Index Data that Failed to Meet the Alternative Criteria for Significant Growth

Attachment 3: 2005-06 Immediate Intervention/Underperforming Schools Program Cohorts 2 and 3 Schools that Completed Data Changes and Did Not Make Significant Growth

Revised Cohort 1 High Priority Schools Grant Program Schools Without Valid Growth Academic Performance Index Data that Failed to Meet the Alternative Criteria for Significant Growth

CDS Code	District Name	School Name	Met Alternative Growth Criteria	Difference in ELA % Proficient	Difference in Math % Proficient
07617540734566	Mt. Diablo Unified	Mt. Diablo High	No	3.12	-0.60
10623646115224	Parlier Unified	Parlier Junior High	No	2.10	-1.51
10625211038298	Washington Union High	Easton Continuation High	No	3.70	0.00
16639821630011	Lemoore Union High	Jamison (Donald C.) High (Continuation)	No	-5.11	-16.67
16639821630144	Lemoore Union High	Yokuts High	No	0.00	0.00
19647331932128	Los Angeles Unified	Crenshaw Senior High	No	1.13	-0.56
19647331939305	Los Angeles Unified	Washington (George) Preparatory High	No	-0.56	-0.02
19734371932326	Compton Unified	Dominguez High	No	6.40	0.42
34674393431012	Sacramento City Unified	Burbank (Luther) High	No	4.07	-12.62
54718035430301	Alpaugh Unified	Alpaugh Junior-Senior High	No	8.00	-3.82

2005-06 Immediate Intervention/Underperforming Schools Program
Cohorts 2 and 3 Schools that Completed Data Changes and Did Not Make Significant Growth

County	District	School	Cohort	2002 Base	2003 Growth	Met 2003 Schoolwide Growth Target	Met 2003 Comparable Improvement	2003 Base	2004 Growth	Met 2004 Schoolwide Growth Target	Met 2004 Comparable Improvement	2004 Base	2005 Growth
Los Angeles	Hacienda la Puente Unified	Nelson Elementary	3	602	72	Yes	Yes	678	7	Yes	No	690	-2
San Joaquin	Lodi Unified	Delta Sierra Middle	2	635	6	No	No	622	5	No	No	631	0
Alameda	Oakland Unified	Lockwood Elementary	2	503	60	Yes	Yes	563	2	No	No	565	0
Riverside	Coachella Valley Joint Unified	Duke (Bobby G.) Elementary	2	495	24	Yes	Yes	521	10	No	No	534	-12
Alameda	Oakland Unified	Harte (Bret) Middle	2	628	24	Yes	Yes	647	11	Yes	No	664	-13

ITEM # 38

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2005 AGENDA

SUBJECT	
Immediate Intervention/Underperforming Schools Program (II/USP) and High Priority Schools Grant Program: School Assistance and Intervention Team (SAIT): Approval of Expenditure Plan to Support SAIT Activities and Corrective Actions in State-Monitored Schools and Request to Rescind Expenditure Plan for One II/USP School	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that:

1. The State Board of Education (SBE) approve the expenditure plan, contingent upon legislative action to disburse funds, and

2. The SBE rescinds the allocation of School Assistance and Intervention Team (SAIT) and Corrective Action funding for Dailey Elementary School in Fresno Unified School District.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

At previous SBE meetings, the SBE has deemed 211 Immediate Intervention/ Underperforming Schools Program (II/USP) schools as state-monitored. In each case, the State Superintendent of Public Instruction (SSPI) has recommended and the SBE has assigned a SAIT. The SBE has also approved funding for SAIT activities and to support the costs of implementation of corrective actions. Forty-one state-monitored schools have exited the program.

In September 2005 the SBE deemed eight High Priority Schools Grant Program (HPSGP) schools as state-monitored and approved an expenditure plan for SAIT and Corrective Action funding contingent upon legislative action to disburse funds. At that time, the SBE approved SAIT and Corrective Action funding for Dailey Elementary School in Fresno Unified.

SUMMARY OF KEY ISSUES

1. Funding to support state monitoring for both the II/USP and the HPSGP was included in the 2005-06 State Budget. Senate Bill (SB) 77 (2005), Item 6110-136-0890, Schedule 3, appropriated up to $30 million of federal funds and Item 6110-123-0001, Schedule 3, appropriated $3 million from the state General Fund for II/USP state-monitored schools. Item 6110-123-0001 appropriated $10 million for the support of state-monitored HPSGP schools, pending legislative action

SUMMARY OF KEY ISSUES (Cont.)

defining how the funds would be apportioned. This language was in Assembly Bill (AB) 1758 (Umberg), which was last heard on September 7, 2005, when the bill was referred to the Committee on Appropriations. The Legislature recessed for the year on September 8, 2005, without passing this bill.

The CDE will pursue legislation in January 2006 for legislative authority to disburse funds to state-monitored HPSGP schools. In the meantime, districts and schools will be sent grant award letters noticing them of the requirements to implement state monitoring activities using local funds. However, contingent upon passage of authorizing legislation, the state anticipates that the districts will be reimbursed for the costs of SAIT activities and implementation of corrective actions at the same rate as similar expenditures made for II/USP state-monitored schools.

2. At the September 2005 SBE meeting, Dailey Elementary School in Fresno Unified School District was deemed as one of 49 schools to be state-monitored. Staff has subsequently learned that students, teachers and the II/USP/Comprehensive School Reform Program were transferred from Dailey Elementary to Hamilton Elementary School in 2001. A recommendation to rescind state monitoring for Dailey Elementary is incorporated in the November item entitled:

   > Immediate Intervention/Underperforming Schools Program (II/USP) and High Priority Schools Grant Program (HPSGP): Proposed Intervention for Cohort 1 HPSGP Schools that Failed to Show Significant Growth and Request to Rescind State-monitoring for One II/USP School

   With the removal of Dailey Elementary School as state-monitored, the allocation of funds approved for their SAIT and Corrective Action grants also needs to be rescinded.

FISCAL ANALYSIS (AS APPROPRIATE)

1. See Table 1 for proposed expenditures for 2005-06 state-monitored HPSGP schools

2. See Table 2 for revised expenditure plan for 2005-06 Federal funded II/USP schools

ATTACHMENT(S)

Attachment 1: Table 1: 2005-06 Expenditure Plan for High Priority Schools Grant Program (HPSGP) State-Monitored Schools (1 Page)

ATTACHMENT(S) (Cont.)

Attachment 2: Table 2: 2005-06 Revised Expenditure Plan for Immediate Intervention/ Underperforming Schools Program (II/USP) Schools (1 Page)

Table 1

2005-06 Expenditure Plan for High Priority Schools Grant Program (HPSGP) State-Monitored Schools

Funding	Newly Identified Schools	School Assistance and Intervention Team (SAIT) Work	Corrective Actions as a Result of SAIT Work
General Funds			
	Middle 1	$ 75,000 x 1 = $ 75,000	577 students x $150 = $ 86,550
	High 14	$100,000 x 14 = $1,400,000	21,107 students x $150 = $3,166,050
	Subtotal 15	**Subtotal $1,475,000**	**Subtotal $3,252,600**
		SAIT and Corrective Actions General Funds: $4,727,600	

Table 2

Revised 2005-06 Expenditure Plan for Immediate Intervention/Underperforming Schools Program (II/USP) State-Monitored Schools

Funding	Newly Identified Schools	School Assistance and Intervention Team (SAIT) Work	Corrective Actions as a Result of SAIT Work
Federal Funds	**Cohorts 1, 2, & 3**		
	Elementary 40	$ 75,000 x 40 = $ 3,000,000	27,703 students x $150 = $4,155,450
	Middle 3	$ 75,000 x 3 = $ 225,000	2,550 students x $150 = $ 382,500
	High 2	$100,000 x 2 = $ 200,000	7,384 students x $150 = $1,107,600
	Subtotal 45	**Subtotal $3,425,000**	**Subtotal $5,645,550**
		SAIT and Corrective Actions Federal Funds: $9,070,550	

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: January 19, 2012

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

FROM: Sue Stickel, Deputy Superintendent
Curriculum and Instruction Branch

RE: Item No. 38

SUBJECT: Immediate Intervention/Underperforming Schools Program (II/USP) and High Priority Schools Grant Program: School Assistance and Intervention Team (SAIT): Approval of Expenditure Plan to Support SAIT Activities and Corrective Actions in State-Monitored Schools and Request to Rescind Expenditure Plan for One II/USP School

Based upon data corrections which were confirmed in the October 27, 2005, Academic Performance Index data release, five High Priority Schools Grant Program (HPSGP) schools are being withdrawn as recommended for state-monitoring and five Immediate Intervention/Underperforming Schools Program (II/USP) schools are being recommended for state monitoring in 2005-06.

Upon approval of the recommendations for a School Assistance and Intervention Team for 10 HPSGP schools and 5 II/USP schools, approval of this item will allow the California Department of Education to issue grant awards to support the work.

Table 1 is revised to detail proposed expenditures for 10, as opposed to 15, state-monitored Cohort 1 HPSGP schools.

Table 3 is added and details proposed expenditures for adding five Title I funded II/USP schools recommended for state-monitoring.

Attachment 1: Table 1: Revised 2005-06 Expenditure Plan for High Priority Schools Grant Program State-Monitored Schools (1 Page)

Attachment 3: Table 3: 2005-06 Expenditure Plan for Immediate Intervention/ Underperforming Schools Program State-Monitored Schools (1 Page)

Table 1
Revised 2005-06 Expenditure Plan for High Priority Schools Grant Program State-Monitored Schools

Funding	Newly Identified Schools		School Assistance and Intervention Team (SAIT) Work		Corrective Actions as a Result of SAIT Work	
General Funds	Junior High	1	$ 75,000 x 1 =	$ 75,000	577 students x $150 =	$ 86,550
	High	9	$100,000 x 9 =	$900,000	12,731 students x $150 =	$1,909,650
	Subtotal	10	**Subtotal**	**$975,000**	**Subtotal**	**$1,996,200**
			SAIT and Corrective Actions General Funds:			**$2,971,200**

Table 3
2005-06 Expenditure Plan for
Immediate Intervention/Underperforming Schools Program
State-Monitored Schools

Funding	Newly Identified Schools	School Assistance and Intervention Team (SAIT) Work	Corrective Actions as a Result of SAIT Work
Federal Funds	**Cohorts 2 & 3** Elementary 3 Middle 2 Subtotal 5	$75,000 x 3 = $225,000 $75,000 x 2 = $150,000 **Subtotal $375,000**	1,790 students x $150 = $268,500 1,627 students x $150 = $244,050 **Subtotal $512,550**
		SAIT and Corrective Actions Federal Funds: $887,550	

ITEM # 39

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2005 AGENDA

SUBJECT	
Immediate Intervention/Underperforming Schools Program and High Priority Schools Grant Program: Status Report on Participating Schools	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

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

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Background

At the September 2005 SBE meeting additional information concerning Immediate Intervention/Underperforming Schools Program (II/USP) and High Priority Schools Grant Program (HPSGP) school performance was requested by the SBE members. This report describes the status of all schools that are participating, or have participated, in the II/USP or HPSGP or are state-monitored as part of the Public Schools Accountability Act (PSAA/1999).

Both the II/USP and HPSGP provided additional resources for volunteer schools willing to be subject to greater accountability. Schools in the II/USP initiative worked with an external evaluator and then revised and implemented a new single school plan. Schools in the HPSGP also worked with an external entity but were more tightly constrained to specific academic features in the revision of their single school plan and district level support for the school was required.

Schools in both the II/USP and the HPSGP that fail to make significant growth, based on criteria defined individually for each program, become state-monitored. To date, the State Superintendent of Public Instruction (SSPI) and the SBE have required state-monitored schools to work with a School Assistance and Intervention Team (SAIT) and allowed the district of each school to retain its rights, duties, and responsibilities relative to each state-monitored school.

Beginning in fall 2003, the SAIT process has been organized around the assessment and support of nine Essential Program Components for Instructional Success. These components comprise a system of curriculum, instruction, assessment, professional

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

development and use of time and resources associated with improved academic achievement.

SUMMARY OF KEY ISSUES

The SBE has requested information on the academic achievement of II/USP and HPSGP schools including those that have become state-monitored. Table 1 is an overview of all schools in both programs and summarizes those who have been funded, exited the program, entered state monitoring, exited state monitoring, or remain in state monitoring. Tables 2-5 are a status report on state-monitored schools. These tables summarize student achievement of each cohort of state-monitored schools.

Table 1 summarizes program participation for both the II/USP and the HPSGP schools. Among the 1,289 II/USP schools, 704 have exited II/USP, 328 are “on watch,” 46 have closed, and 211 have become state-monitored. Of the state-monitored schools, 41 have exited state monitoring, leaving 170 in that status. In the HPSGP program, a total of 367 schools have been funded with $400 per pupil for 3 to 4 years. Four schools have closed and eight schools are state-monitored. Currently, there are no provisions in law for HPSGP schools to exit the program. However, the CDE is pursuing legislation to define HPSGP exit criteria as an urgency statute in January 2006.

As of October 1, 2005, 211 schools have been state monitored (see Table 2). The data in Tables 3-5 document schools deemed state monitored prior to September 2005 and provide information on their current status, as well as performance data. Forty-one schools have exited state-monitored status. For each of the first two cohorts of state-monitored schools, 75 percent of the schools exited after the first two years.

The first cohort of 24 II/USP schools were state-monitored in 2002-03 (see Table 3). One school has closed. Seventeen schools made academic growth two years in a row and exited state monitoring in 2004. The 17 schools represent 74 percent of schools identified in the initial cohort. The remaining six schools continue to participate in state monitoring and are now subject to additional sanctions. It should be noted that within this group, four of the six schools made growth and three made growth targets. Nevertheless, the law requires a 36-month review of these schools to assess why they have failed to make *consistent* growth over the past six years and the SSPI will recommend additional sanctions in March 2006. This review process is in its initial stage of gathering data.

Thirty-one schools were state-monitored in 2003-04 as part of Cohort 2 (see Table 4). Twenty-four of these schools made growth in 2004 and 2005 and have exited state monitoring. These schools represent 77 percent of schools identified in the second cohort and they made an average of 71 points growth over 2 years. For state-monitored schools, this represents a high success rate for SAIT intervention strategies. Seven of the 24 schools will continue in the program and be funded for a third year. However, because each school *must* make growth in its second year of state monitoring, three

SUMMARY OF KEY ISSUES (Cont.)

schools in this state-monitored group will ultimately be subject to additional sanctions, regardless of their performance in 2005-06.

One hundred eight schools were state-monitored in 2004-05 in Cohort 3 (see Table 5). One school has closed. Of the 2004-05 cohort, 93 schools made growth in their first state-monitored year. They represent 86 percent of the schools identified in 2004-05; their average Academic Performance Index (API) growth was 35 points. The remaining 15 schools that did not make growth in 2005 will have the next 2 years to make growth and exit state monitoring and the II/USP program.

Forty-nine II/USP schools were state-monitored in September 2005. One school will be removed as part of a November 2005 SBE item. Additionally, eight HPSGP schools were state-monitored in September 2005. This number will increase to 23 in November, as the alternative growth criteria are applied.

FISCAL ANALYSIS (AS APPROPRIATE)

None

ATTACHMENT(S)

Attachment 1: Immediate Intervention/Underperforming Schools Program (II/USP) and High Priority Schools Grant Program (HPSGP) Schools Status (1 Page)

Attachment 2: Summary of Status of Immediate Intervention/Underperforming Schools Program State-Monitored Schools (1 Page)

Attachment 3: Academic Performance and SAIT Providers of Schools State-Monitored in 2002-03 (1 Page)

Attachment 4: Academic Performance and SAIT Providers of Schools State-Monitored in 2003-04 (1 Page)

Attachment 5: Academic Performance and SAIT Providers of Schools State-Monitored in 2004-05 (3 Pages)

A last minute memorandum will add significant growth data to Attachments 3, 4, and 5.

Table 1

Immediate Intervention/Underperforming Schools Program (II/USP) and High Priority Schools Grant Program (HPSGP) Schools Status

	II/USP	HPSGP
Number of Schools Funded	1289	367
Exited Schools	704	
Schools Continuing in Program	328	355
State-Monitored Schools	211*	8
Number Closed	46	4

* 41 schools have exited state monitoring

Table 2

Summary of Status of Immediate Intervention/Underperforming Schools Program
State-Monitored Schools

Initial SAIT Assignment	Number	Exit State Monitoring	36-Month Review	Third Year SAIT	Closed
2002-03	24	17	6		1
2003-04	31	24*		7	
2004-05	108**				
2005-06	48***				
* One school closed in June 2005 after exiting state monitoring.					
** One school closed in June 2005.					
*** Assumes State Board action as recommened for the November 2005 SBE meeting.					
contains edits to table # and the number of asterisks in front of the second footnote.					

Table 3
Academic Performance and SAIT Providers of Schools State-Monitored in 2002-03

SAIT Provider	District	School	Cohort	Decile Rank	2003 API	2003 Schoolwide	2003 Comparable Improvement	2004 API	2004 Schoolwide	2004 Comparable Improvement	2005 API	2005 Schoolwide	Status
Alameda County Office of Education	San Francisco Unified	McKinley Elementary	1	5	705	Yes	Yes	710	No	No	769	Yes	**Exited 2004**
Creative School Resources & Research	Antelope Valley Union High	Antelope Valley High	1	3	538	No	No	583	Yes	Yes	581	No	36-Month Review
Gail Robinette & Associates	Laton Joint Unified	Laton High	1	3	587	Yes	Yes	604	Yes	Yes	656	Yes	**Exited 2004**
Gail Robinette & Associates	Selma Unified	Garfield (James) Elementary	1	5	676	Yes	Yes	705	Yes	Yes	738	Yes	**Exited 2004**
Gail Robinette & Associates	Madera Unified	Eastin-Arcola Elementary	1	1	595	Yes	Yes	586	No	No	610	Yes	36-Month Review
Gibson & Associates	Pittsburg Unified	Los Medanos Elementary	1	5	657	No	No	718	Yes	Yes	755	Yes	**Exited 2004**
Kern County Office of Education	Bakersfield City Elementary	Compton Junior High	1	2	618	Yes	Yes	595	No	No	614	Yes	36-Month Review
Kern County Office of Education	Lamont Elementary	Alicante Avenue Elementary	1	2	646	Yes	Yes	620	No	No	638	No	36-Month Review
Los Angeles County Office of Education	Palmdale Elementary	Tamarisk Elementary	1	1	611	Yes	Yes	614	No	No	645	Yes	**Exited 2004**
Los Angeles County Office of Education	Palmdale Elementary	Palm Tree Elementary	1	4	673	Yes	Yes	688	Yes	No	695	No	**Exited 2004**
Los Angeles County Office of Education	Wilsona Elementary	Wilsona Elementary	1	5	711	Yes	Yes	707	No	No	704	No	36-Month Review
Los Angeles County Office of Education	Cajon Valley Union Elementary	Lexington Elementary	1	2	658	Yes	Yes	639	No	No	670	Yes	36-Month Review
Napa County Office of Education	Fairfield-Suisun Unified	Gordon (Cleo) Elementary	1	2	617	No	No	621	No	No	607	No	**Exited 2004**
New Directions	Vista Unified	Crestview Elementary	1	3	638	Yes	Yes	656	Yes	Yes	676	Yes	**Exited 2004**
Professional Resources Network	El Nido Elementary	El Nido Elementary	1	3	662	Yes	Yes	674	Yes	No	722	Yes	**Exited 2004**
Public Works	Pasadena Unified	Blair High	1	3	562	No	No	612	Yes	Yes	638	Yes	**Exited 2004**
Sacramento County Office of Education	Grant Joint Union High	Foothill Farms Junior High	1	3	637	Yes	No	652	Yes	Yes	654	Yes	**Exited 2004**
UCLA School Management Program	Sacramento City Unified	Sacramento High	1										Closed in 2002-03 School Yr
WestEd	Ontario-Montclair Elementary	Vina Danks Middle	1	4	616	Yes	No	642	Yes	Yes	653	No	**Exited 2004**
WestEd	San Diego Unified	Clairemont Senior High	1	5	640	Yes	Yes	666	Yes	Yes	673	Yes	**Exited 2004**
WestEd	San Diego Unified	Central Elementary	1	4	684	Yes	Yes	693	Yes	Yes	686	No	**Exited 2004**
WestEd	San Francisco Unified	King (Martin Luther Jr) Academic Middle	1	5	686	Yes	Yes	691	Yes	Yes	695	No	**Exited 2004**
WestEd	La Honda-Pescadero Unified	Pescadero Elementary	1	4	642	No	No	700	Yes	Yes	675	No	**Exited 2004**
WestEd	Gilroy Unified	Brownell Middle	1	6	685	Yes	Yes	703	Yes	No	704	No	**Exited 2004**

Table 4
Academic Performance and SAIT Providers of Schools State-Monitored in 2003-04

SAIT Provider	District	School	Cohort	Decile Rank	2003 API	2003 Schoolwide	2003 Comparable Improvement	2004 API	2004 Schoolwide	2004 Comparable Improvement	2005 API	2005 Schoolwide	Status
Action Learning Systems	Palm Springs Unified	Coffman (Nellie N.) Middle	1	2	588	No	No	601	Yes	Yes	600	No	3rd Year in SAIT
Alameda County Office of Education	Emery Unified	Emery Secondary	1	2	486	*	*	573	Yes	Yes	615	Yes	**Exited 2005**
Alameda County Office of Education	Emery Unified	Anna Yates Elementary	1	4	661	*	*	686	Yes	Yes	720	Yes	**Exited 2005**
Alameda County Office of Education	San Francisco Unified	Treasure Island Elementary	2	2	601	No	No	643	Yes	Yes	654	No	**Exited 2005**
Alameda County Office of Education	San Francisco Unified	Golden Gate Elementary	1	5	599	No	No	732	Yes	Yes	799	Yes	Closed in 2004-05 School Yr
Butte County Office of Education	Biggs Unified	Biggs High	1	5	624	No	No	683	Yes	Yes	712	Yes	**Exited 2005**
Butte County Office of Education	Antelope Elementary	Berrendos Middle	1	7	741	No	No	751	Yes	No	784	Yes	**Exited 2005**
Education Redesign & Assessment	Sacramento City Unified	Johnson (Hiram W.) High	1	2	526	No	No	551	Yes	Yes	585	Yes	**Exited 2005**
Fresno County Office of Education	Mendota Unified	McCabe Junior High	1	3	647	*	*	632	No	No	656	Yes	3rd Year in SAIT
Fresno County Office of Education	West Fresno Elementary	West Fresno Elementary	1	1	499	No	No	572	Yes	Yes	617	Yes	**Exited 2005**
Gail Robinette & Associates	Selma Unified	Wilson (Woodrow) Elementary	1	3	632	No	No	663	Yes	Yes	700	Yes	**Exited 2005**
LACounty Office of Education	Pomona Unified	Pomona Senior High	1	3	537	*	*	607	Yes	Yes	622	Yes	**Exited 2005**
Madera County Office of Education	Merced City Elementary	Rivera (Rudolph) Middle	1	5	651	No	No	686	Yes	Yes	705	Yes	**Exited 2005**
Monterey County Office of Education	Monterey Peninsula Unified	Del Rey Woods Elementary	1	2	616	No	No	644	Yes	Yes	651	Yes	**Exited 2005**
Monterey County Office of Education	Monterey Peninsula Unified	Ord Terrace Elementary	1	1	583	*	*	594	No	Yes	652	Yes	**Exited 2005**
Napa County Office of Education	Rio Elementary	Rio Plaza Elementary	2	1	581	*	*	602	Yes	Yes	611	No	**Exited 2005**
Napa/Solano County Office of Education	Hayward Unified	Tennyson High	2	2	517	*	*	575	Yes	Yes	630	Yes	**Exited 2005**
New Directions	Palo Verde Unified	Palo Verde High	1	5	577	No	No	645	Yes	Yes	645	No	3rd Year in SAIT
Professional Resources Net	Compton Unified	Centennial High	1	1	430	*	*	453	Yes	Yes	503	Yes	**Exited 2005**
Riverside County Office of Education	Jurupa Unified	Rubidoux High	2	2	*	*	*	614	*	*	653	Yes	3rd Year in SAIT
Riverside County Office of Education	Perris Elementary	Nan Sanders Elementary	1	2	643	No	No	646	No	Yes	682	Yes	**Exited 2005**
Sacramento County Office of Education	Galt Joint Union High	Galt High	1	7	621	No	No	700	Yes	Yes	729	Yes	**Exited 2005**
San Diego County Office of Education	San Diego Unified	O'Farrell Community Charter	2	4	642	*	*	656	Yes	Yes	694	Yes	**Exited 2005**
Santa Clara County Office of Education	Alum Rock Union Elementary	Pala Middle	1	2	613	No	No	609	No	No	630	Yes	3rd Year in SAIT
Santa Clara County Office of Education	East Side Union High	Lick (James) High	1	2	520	No	No	572	Yes	Yes	597	No	**Exited 2005**
Urban Education Partnership	Inglewood Unified	Woodworth (Clyde) Elementary	2	4	616	No	No	689	Yes	Yes	685	No	3rd Year in SAIT
WestEd	San Diego Unified	Balboa Elementary YR	1	2	595	*	*	618	Yes	Yes	644	Yes	**Exited 2005**
WestEd	San Diego Unified	Fulton Elementary	1	3	678	No	No	677	No	No	694	Yes	**Exited 2005**
WestEd	San Francisco Unified	Burton (Phillip & Sala) Academic High	1	5	628	No	No	645	Yes	No	701	Yes	**Exited 2005**
WestEd	San Francisco Unified	Malcolm X Academy	1	1	536	No	No	549	No	No	620	Yes	**Exited 2005**
WestEd	San Francisco Unified	Marshall (Thurgood) Academic High	1	3	606	No	No	589	No	No	634	Yes	3rd Year in SAIT
*** Invalid API**													

Table 5
Academic Performance and SAIT Providers of Schools State-Monitored in 2004-05

SAIT Provider	District	School	Cohort	Decile Rank	2003 API	2003 Schoolwide	2003 Comparable Improvement	2004 API	2004 Schoolwide	2004 Comparable Improvement	2005 API	2005 Schoolwide	2005 Growth	Status
Action Learning Systems	Lemon Grove Elementary	Palm Middle	2	4	695	No	No	671	No	No	679	Yes	8	Second Yr in SAIT
Action Learning Systems	Pasadena Unified	Burbank Elementary	2	3	676	Yes	No	672	No	No	744	Yes	70	Second Yr in SAIT
Action Learning Systems	Pasadena Unified	Muir High	3	1	*	*	*	553	*	*	638	Yes	83	Second Yr in SAIT
Action Learning Systems	Sacramento City Unified	Bear Flag Elementary	1	4	667	Yes	No	676	No	No	719	Yes	29	Second Yr in SAIT
Alameda County Office of Education	San Francisco Unified	Fairmount Elementary	2	1	624	Yes	Yes	604	No	No	626	Yes	20	Second Yr in SAIT
Butte County Office of Education	Thermalito Union Elementary	Nelson Avenue Middle	2	3	651	Yes	Yes	642	No	No	668	Yes	25	Second Yr in SAIT
Butte County Office of Education	Westwood Unified	Fletcher Walker Elementary	2	4	715	No	No	706	No	Yes	719	Yes	19	Second Yr in SAIT
Education Consultants, LLC	Fairfield-Suisun Unified	Crystal Middle	2	4	678	Yes	Yes	653	No	No	726	Yes	68	Second Yr in SAIT
Education Consultants, LLC	Newark Unified	Graham (James A.) Elementary	1	4	725	Yes	No	694	No	No	728	Yes	33	Second Yr in SAIT
Gail Robinette and Associates	Los Banos Unified	Volta Elementary (YR)	1	6	745	Yes	No	748	No	No	756	Yes	7	Second Yr in SAIT
Gibson & Associates	Oakland Unified	Glenview Elementary	2	5	742	Yes	Yes	732	No	No	792	Yes	62	Second Yr in SAIT
Gibson & Associates	Oakland Unified	King (Martin Luther Jr.) Elementary	2	1	582	No	No	546	No	No	611	Yes	71	Second Yr in SAIT
Gibson & Associates	Oakland Unified	Mann (Horace) Elementary	2	1	591	Yes	Yes	585	No	No	621	Yes	37	Second Yr in SAIT
Gibson & Associates	Oakland Unified	Prescott Elementary	2	1	629	No	No	580	No	No	649	Yes	74	Second Yr in SAIT
Gibson & Associates	Oakland Unified	Santa Fe Elementary	2	2	649	No	No	626	No	No	612	No	-17	Second Yr in SAIT
Gibson & Associates	San Francisco Unified	Lick (James) Middle	1	1	602	Yes	No	570	No	No	611	Yes	38	Second Yr in SAIT
Gibson & Associates	San Francisco Unified	Mann (Horace) Middle	2	2	623	Yes	Yes	598	No	No	586	No	-20	Second Yr in SAIT
Gibson & Associates	San Francisco Unified	Maxwell (Enola D.) School of Arts	2	1	560	Yes	Yes	533	No	No	571	Yes	31	Second Yr in SAIT
Imperial County Office of Education	Holtville Unified	Holtville High	2	4	643	Yes	Yes	647	No	No	683	Yes	34	Second Yr in SAIT
Insight Education Group	Sacramento City Unified	Kenny (Father Keith B.) Elementary Charter	2	1	616	Yes	Yes	613	No	No	628	No	8	Second Yr in SAIT
Kern County Office of Education	Vineland Elementary	Sunset	2	1	543	Yes	Yes	531	No	No	562	Yes	27	Second Yr in SAIT
Kern County Office of Education	Wasco Union Elementary	Jefferson (Thomas) Middle	2	1	579	Yes	Yes	570	No	No	621	Yes	49	Second Yr in SAIT
Lake County Office of Education	Bellevue Union Elementary	Bellevue Elementary	1	2	681	Yes	No	654	No	No	693	Yes	41	Second Yr in SAIT
Lake County Office of Education	Kelseyville Unified	Kelseyville Elementary	2	4	755	Yes	Yes	696	No	No	729	Yes	37	Second Yr in SAIT
Lake County Office of Education	Round Valley Unified	Round Valley Elementary	2	1	551	Yes	Yes	550	No	No	566	No	11	Second Yr in SAIT
Learning Matters	Compton Unified	McKinley Elementary	2	1	604	Yes	Yes	583	No	No	599	Yes	20	Second Yr in SAIT
Learning Matters	Sacramento City Unified	Kemble (Edward) Elementary	1	1	584	Yes	No	552	No	No	571	Yes	13	Second Yr in SAIT
Los Angeles County Office of Education	Inglewood Unified	Morningside High	2	1	537	*	*	527	No	No	535	No	3	Second Yr in SAIT
Los Angeles County Office of Education	Lancaster Elementary	Piute Middle	2	1	582	Yes	No	565	No	No	612	Yes	37	Second Yr in SAIT
Los Angeles County Office of Education	Los Angeles Unified	Anatola Avenue Elementary	2	3	694	Yes	No	668	No	No	710	Yes	37	Second Yr in SAIT
Los Angeles County Office of Education	Los Angeles Unified	Carthay Center Elementary	2	4	707	Yes	Yes	691	No	No	727	Yes	34	Second Yr in SAIT
Los Angeles County Office of Education	Los Angeles Unified	Chatsworth Senior High	3	5	*	*	*	655	*	*	689	Yes	23	Second Yr in SAIT
Los Angeles County Office of Education	Los Angeles Unified	Dorsey (Susan Miller) Senior High	2	1	*	*	*	471	*	*	501	Yes	26	Second Yr in SAIT
Los Angeles County Office of Education	Los Angeles Unified	Fairfax Senior High	2	3	*	*	*	608	*	*	648	Yes	36	Second Yr in SAIT
Los Angeles County Office of Education	Los Angeles Unified	Gardena Senior High	3		*	*	*	*	*	*	540	--		Second Yr in SAIT
Los Angeles County Office of Education	Los Angeles Unified	Garfield (James A.) Senior High	2	1	538	No	No	523	No	No	546	Yes	26	Second Yr in SAIT
Los Angeles County Office of Education	Los Angeles Unified	Grant (Ulysses S.) Senior High	2	3	596	Yes	Yes	598	No	No	623	Yes	21	Second Yr in SAIT
Los Angeles County Office of Education	Los Angeles Unified	Jordan (David Starr) Senior High	2	1	468	No	No	*	*	*	519	Yes	54	Second Yr in SAIT
Los Angeles County Office of Education	Los Angeles Unified	Ritter Elementary	2	1	597	Yes	Yes	578	No	No	639	Yes	46	Second Yr in SAIT
Los Angeles County Office of Education	Los Angeles Unified	University Senior High	3	4	*	*	*	639	*	*	648	Yes	16	Second Yr in SAIT
Los Angeles County Office of Education	Palmdale Elementary	Shadow Hills Intermediate	2	2	623	Yes	Yes	618	No	No	669	Yes	51	Second Yr in SAIT
Madera County Office of Education	Merced City Elementary	Reyes (Alicia) Elementary	1	2	*	*	*	641	*	*	679	Yes	34	Second Yr in SAIT
Madera County Office of Education	Strathmore Union Elementary	Strathmore Elementary	2	3	680	Yes	Yes	670	No	No	710	Yes	33	Second Yr in SAIT
Madera County Office of Education	Tulare Joint Union High	Tulare Western High	1	5	*	*	*	659	*	*	688	Yes	32	Second Yr in SAIT
Napa/Solano County Office of Education	Colusa Unified	Colusa High	2	5	662	Yes	No	647	No	No	722	Yes	72	Second Yr in SAIT
*** Invalid API**														

Table 5
Academic Performance and SAIT Providers of Schools State-Monitored in 2004-05

SAIT Provider	District	School	Cohort	Decile Rank	2003 API	2003 Schoolwide	2003 Comparable Improvement	2004 API	2004 Schoolwide	2004 Comparable Improvement	2005 API	2005 Schoolwide	2005 Growth	Status
Napa/Solano County Office of Education	Dixon Unified	Anderson (Linford L.) Elementary	2	3	677	Yes	Yes	667	No	No	703	Yes	28	Second Yr in SAIT
Napa/Solano County Office of Education	Gonzales Unified	Gonzales High	1	1	548	No	No	534	No	No	624	Yes	83	Second Yr in SAIT
Napa/Solano County Office of Education	Hayward Unified	Markham Elementary	2	2	652	Yes	No	650	No	No	719	Yes	67	Second Yr in SAIT
Napa/Solano County Office of Education	Lodi Unified	Heritage Elementary	2	1	*	*	*	570	*	*	584	No	8	Second Yr in SAIT
Napa/Solano County Office of Education	San Leandro Unified	Washington Elementary	2	2	664	Yes	Yes	649	No	No	679	Yes	31	Second Yr in SAIT
Napa/Solano County Office of Education	Vallejo City Unified	Cooper (Johnston) Elementary	2	3	681	Yes	Yes	657	No	No	656	No	-4	Second Yr in SAIT
New Directions	Hawthorne Elementary	Davis (Zela) Elementary	2	5	722	Yes	Yes	714	No	No	716	No	1	Second Yr in SAIT
New Directions	Pittsburg Unified	Foothill Elementary	1	2	628	No	No	625	No	No	630	No	5	Second Yr in SAIT
New Directions	Pittsburg Unified	Pittsburg Senior High	3	2	567	*	*	563	No	No	648	Yes	68	Second Yr in SAIT
New Directions	Pittsburg Unified	Stoneman Elementary	1	3	677	No	No	676	No	No	655	No	-18	Second Yr in SAIT
New Directions	Rialto Unified	Rialto High	2	3	614	Yes	Yes	598	No	No	620	Yes	11	Second Yr in SAIT
New Directions	Santa Rosa High	Allen (Elsie) High	3		*	*	*	*	*	*	*	No		Second Yr in SAIT
Orange County Office of Education	Newport-Mesa Unified	College Park Elementary	2	3	682	No	No	659	No	No	696	Yes	37	Second Yr in SAIT
Orange County Office of Education	Orange Unified	Esplanade Elementary	2	2	632	Yes	Yes	630	No	No	655	Yes	18	Second Yr in SAIT
Principal's Exchange	Azusa Unified	Paramount Elementary	2	2	640	Yes	Yes	640	No	No	690	Yes	49	Second Yr in SAIT
Principal's Exchange	Compton Unified	Roosevelt Elementary	2	1	631	Yes	No	614	No	No	597	No	-13	Second Yr in SAIT
Principal's Exchange	Compton Unified	Whaley Middle	2	1	536	No	No	529	No	No	551	Yes	23	Second Yr in SAIT
Principal's Exchange	San Bernardino City Unified	Rio Vista Elementary	2	1	597	Yes	Yes	588	No	No	628	Yes	31	Second Yr in SAIT
Principal's Exchange	San Bernardino City Unified	Roberts (E. Neal) Elementary	2	2	616	Yes	Yes	616	No	No	616	No	-6	Second Yr in SAIT
Principal's Exchange	San Bernardino City Unified	Vermont Elementary	2	1	602	Yes	Yes	594	No	No	607	Yes	10	Second Yr in SAIT
Riverside County Office of Education	Desert Sands Unified	Kennedy (John F.) Elementary	2		613	Yes	Yes	*	*	*	631	--		Second Yr in SAIT
Riverside County Office of Education	Jurupa Unified	Van Buren Elementary	2	3	685	Yes	Yes	663	No	No	685	Yes	26	Second Yr in SAIT
Riverside County Office of Education	Moreno Valley Unified	Serrano Elementary	2	1	621	No	No	612	No	No	643	Yes	25	Second Yr in SAIT
Riverside County Office of Education	Coachella Valley Joint Unified	Oasis Elementary	2	1	503	Yes	Yes	492	No	No	505	No	7	Second Yr in SAIT
Riverside County Office of Education	Jurupa Unified	Jurupa Valley High	2	1	600	*	*	595	No	No	647	Yes	51	Second Yr in SAIT
Riverside County Office of Education	Jurupa Unified	Pacific Avenue Elementary	2	1	632	Yes	No	610	No	No	665	Yes	51	Second Yr in SAIT
Riverside County Office of Education	Moreno Valley Unified	Moreno Valley High	3	1	*	*	*	537	*	*	608	Yes	72	Second Yr in SAIT
Riverside County Office of Education	Moreno Valley Unified	Mountain View Middle	2	2	616	Yes	Yes	613	No	No	633	Yes	18	Second Yr in SAIT
Sacramento County Office of Education	Folsom-Cordova Unified	Cordova Villa Elementary	2	4	698	Yes	Yes	683	No	No	730	Yes	46	Second Yr in SAIT
Sacramento County Office of Education	Marysville Joint Unified	McKenney (Anna) Intermediate	2	3	672	Yes	Yes	646	No	No	672	Yes	29	Second Yr in SAIT
Sacramento County Office of Education	Oakland Unified	Havenscourt Middle	2	1	507	Yes	Yes	494	No	No	513	No	13	Second Yr in SAIT
Sacramento County Office of Education	Oakland Unified	Madison Middle	2	1	507	Yes	Yes	490	No	No	495	No	-3	Second Yr in SAIT
Sacramento County Office of Education	River Delta Joint Unified	Bates Elementary	1	3	690	Yes	No	679	No	No	708	Yes	36	Second Yr in SAIT
Sacramento County Office of Education	San Juan Unified	Kingswood Elementary	2	4	719	Yes	Yes	693	No	No	740	Yes	46	Second Yr in SAIT
Sacramento County Office of Education	Washington Unified	River City Senior High	2	4	638	Yes	Yes	635	No	No	679	Yes	32	Second Yr in SAIT
Sacramento County Office of Education	Yuba City Unified	Bridge Street Elementary	1	2	630	Yes	No	624	No	No	605	No	-22	Second Yr in SAIT
Sacramento County Office of Education	Yuba City Unified	King Avenue Elementary	1	3	688	Yes	No	672	No	No	701	Yes	27	Second Yr in SAIT
San Bernardino County Office of Education	Barstow Unified	Crestline Elementary	1	2	629	Yes	No	627	No	No	679	Yes	52	Second Yr in SAIT
San Bernardino County Office of Education	Rialto Unified	Frisbie Middle	2	2	616	Yes	Yes	600	No	No	639	Yes	32	Second Yr in SAIT
San Bernardino County Office of Education	Rialto Unified	Preston Elementary	2	3	655	Yes	Yes	643	No	No	677	Yes	24	Second Yr in SAIT
San Diego County Office of Education	Lemon Grove Elementary	San Altos Elementary	1	5	756	Yes	No	716	No	No	739	Yes	26	Second Yr in SAIT
San Diego County Office of Education	Oceanside Unified	Jefferson Middle	2	5	695	Yes	No	676	No	No	711	Yes	35	Second Yr in SAIT
San Joaquin County Office of Education	Lodi Unified	Oakwood Elementary	2	1	620	Yes	Yes	593	No	No	627	Yes	30	Second Yr in SAIT
Stanislaus County Office of Education	Stanislaus Union Elementary	Eisenhut (George) Elementary	2	5	733	Yes	Yes	725	No	No	741	Yes	19	Second Yr in SAIT
*** Invalid API**														

Table 5
Academic Performance and SAIT Providers of Schools State-Monitored in 2004-05

SAIT Provider	District	School	Cohort	Decile Rank	2003 API	2003 Schoolwide	2003 Comparable Improvement	2004 API	2004 Schoolwide	2004 Comparable Improvement	2005 API	2005 Schoolwide	2005 Growth	Status
TESS Consulting Group	West Contra Costa Unified	El Cerrito Senior High	2	3	636	Yes	No	595	No	No	650	Yes	45	Second Yr in SAIT
Ventura County Office of Education	Fillmore Unified	Fillmore Senior High	2	3	611	Yes	Yes	613	No	No	691	Yes	74	Second Yr in SAIT
Ventura County Office of Education	Lompoc Unified	Lompoc High	2	4	624	Yes	Yes	632	No	No	675	Yes	32	Second Yr in SAIT
WestEd	Adelanto Elementary	Bradach (Donald F.) Elementary	2	3	688	Yes	Yes	662	No	No	649	No	-14	Second Yr in SAIT
WestEd	Adelanto Elementary	Desert Trails Elementary	1	3	692	Yes	No	664	No	No	660	No	-8	Second Yr in SAIT
WestEd	Alum Rock Union Elementary	Shields (Lester W.) Elementary	2	2	647	Yes	Yes	628	No	No	652	Yes	21	Second Yr in SAIT
WestEd	Chino Valley Unified	Marshall (E. J.) Elementary	1	5	726	Yes	No	719	No	No	725	Yes	12	Second Yr in SAIT
WestEd	Gilroy Unified	Glen View Elementary	2	3	656	Yes	Yes	651	No	No	708	Yes	52	Second Yr in SAIT
WestEd	Montebello Unified	Schurr High	2	4	613	Yes	Yes	618	No	No	677	Yes	47	Second Yr in SAIT
WestEd	Mt. Diablo Unified	Oak Grove Middle	3	2	622	*	*	611	No	No	607	No	-7	Second Yr in SAIT
WestEd	Mt. Diablo Unified	Ygnacio Valley High	3	6	*	*	*	652	*	*	697	Yes	26	Second Yr in SAIT
WestEd	Oakland Unified	McClymonds Senior High	2											Closed in 2004-05 School Yr
WestEd	Ontario-Montclair Elementary	Lincoln Elementary	1	2	508	No	No	583	No	No	666	Yes	44	Second Yr in SAIT
WestEd	Porterville Unified	Monache High	2	4	649	Yes	Yes	635	No	No	672	Yes	46	Second Yr in SAIT
WestEd	Robla Elementary	Glenwood Elementary	2	3	697	Yes	Yes	676	No	No	704	Yes	28	Second Yr in SAIT
WestEd	San Diego Unified	Horton Elementary	3	2	625	No	No	619	No	No	657	Yes	35	Second Yr in SAIT
WestEd	San Jose Unified	Almaden Elementary	2	2	*	*	*	637	*	*	702	Yes	69	Second Yr in SAIT
WestEd	San Jose Unified	Gunderson High	2	4	621	Yes	Yes	622	No	No	631	No	6	Second Yr in SAIT
WestEd	San Jose Unified	San Jose High Academy	1	3	604	Yes	No	594	No	No	649	Yes	49	Second Yr in SAIT
*** Invalid API**														

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: October 28, 2005

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

FROM: Sue Stickel, Deputy Superintendent
Curriculum and Instruction Branch

RE: Item No. 39

SUBJECT: Immediate Intervention/Underperforming Schools Program and High Priority Schools Grant Program: Status Report on Participating Schools

Attached are three additional tables describing the performance of 24 Immediate Intervention/Underperforming Schools Program (II/USP) schools that were state-monitored in 2002-03 (see Table 6), 31 II/USP schools that were state-monitored in 2003-04 (see Table 7), and 108 II/USP schools that were state-monitored in 2004-05 (see Table 8). The tables provide information on each school's Academic Performance Index (API) Base, yearly growth results, and whether or not a school made significant growth.

Attachment 6: Table 6: Academic Performance and SAIT Providers of Schools State-Monitored in 2002-03 (1 Page)

Attachment 7: Table 7: Academic Performance and SAIT Providers of Schools State-Monitored in 2003-04 (1 Page)

Attachment 8: Table 8: Academic Performance and SAIT Providers of Schools State-Monitored in 2004-05 (3 Pages)

Revised Table 6
Academic Performance and SAIT Providers of Schools State-Monitored in 2002-03

SAIT Provider	District	School	Cohort	Decile Rank	2002 API Base	2003 Growth	2003 Met Significant Growth?	2003 API Base	2004 Growth	2004 Met Significant Growth?	2004 API Base	2005 Growth	Met 2005 Significant Growth?	Status
Alameda County Office	San Francisco Unified	McKinley Elementary	1	3	609	96	Yes	709	1	Yes	717	54	Yes	Exited
Creative School Resources	Antelope Valley Union High	Antelope Valley High	1	2	541	-3	No	495	50	Yes	601	-19	No	Review
Gail Robinette & Associates	Laton Joint Unified	Laton High	1	2	556	31	Yes	560	44	Yes	600	56	Yes	Exited
Gail Robinette & Associates	Madera Unified	Eastin-Arcola Elementary	1	1	550	45	Yes	595	-9	No	592	18	Yes	Review
Gail Robinette & Associates	Selma Unified	Garfield (James) Elementary	1	4	649	27	Yes	680	25	Yes	709	29	Yes	Exited
Gibson & Associates	Pittsburg Unified	Los Medanos Elementary	1	4	652	5	Yes	649	69	Yes	716	*	*	Exited*
Kern County Office	Bakersfield City Elementary	Compton Junior High	1	2	564	54	Yes	622	-27	No	596	*	*	Review
Kern County Office	Lamont Elementary	Alicante Avenue Elementary	1	1	562	84	Yes	642	-22	No	632	*	*	Review
Los Angeles County Office	Cajon Valley Union Elementary	Lexington Elementary	1	2	598	60	Yes	662	-23	No	638	*	*	Review
Los Angeles County Office	Palmdale Elementary	Palm Tree Elementary	1	3	618	55	Yes	671	17	Yes	692	3	Yes	Exited
Los Angeles County Office	Palmdale Elementary	Tamarisk Elementary	1	1	536	75	Yes	611	3	Yes	619	26	Yes	Exited
Los Angeles County Office	Wilsona Elementary	Wilsona Elementary	1	5	675	36	Yes	716	-9	No	708	-4	No	Review
Napa County Office	Fairfield-Suisun Unified	Gordon (Cleo) Elementary	1	3	612	5	Yes	619	2	Yes	621	-14	No	Exited
New Directions	Vista Unified	Crestview Elementary	1	2	599	39	Yes	635	21	Yes	656	20	Yes	Exited
Professional Resources Network	El Nido Elementary	El Nido Elementary	1	3	607	55	Yes	665	9	Yes	675	47	Yes	Exited
Public Works, Inc.	Pasadena Unified	Blair High	1	2	561	1	Yes	561	51	Yes	618	20	Yes	Exited
Sacramento County Office	Grant Joint Union High	Foothill Farms Junior High	1	3	602	35	Yes	637	15	Yes	643	11	Yes	Exited
UCLA School Management Program	Sacramento City Unified	Sacramento High	1											Closed
WestEd	Gilroy Unified	Brownell Middle	1	5	642	43	Yes	687	16	Yes	703	1	Yes	Exited
WestEd	La Honda-Pescadero Unified	Pescadero Elementary	1	3	637	5	Yes	640	60	Yes	703	-28	No	Exited
WestEd	Ontario-Montclair Elementary	Vina Danks Middle	1	3	596	20	Yes	622	20	Yes	652	1	Yes	Exited
WestEd	San Diego Unified	Central Elementary	1	3	631	53	Yes	683	10	Yes	696	-10	No	Exited
WestEd	San Diego Unified	Clairemont Senior High	1	3	590	50	Yes	648	18	Yes	660	13	Yes	Exited
WestEd	San Francisco Unified	King (Martin Luther Jr) Academic Middle	1	4	628	58	Yes	669	22	Yes	696	-1	No	Exited
* Changing Data: Scheduled for release in January 2006.														

Revised Table 7
Academic Performance and SAIT Providers of Schools State-Monitored in 2003-04

SAIT Provider	District	School	Cohort	Decile Rank	2003 API Base	2004 Growth	2004 Met Significant Growth?	2004 API Base	2005 Growth	2005 Met Significant Growth?	Status
Action Learning Systems	Palm Springs Unified	Coffman (Nellie N.) Middle	1	2	591	10	Yes	605	-5	No	3rd Yr in SAIT
Alameda County Office	Emery Unified	Anna Yates Elementary	1	3	650	36	Yes	684	36	Yes	Exited
Alameda County Office	Emery Unified	Emery Secondary	1	1	484	89	Yes	572	43	Yes	Exited
Alameda County Office	San Francisco Unified	Treasure Island Elementary	2	1	590	53	Yes	649	5	Yes	Exited
Alameda County Office	San Francisco Unified	Golden Gate Elementary	1	1	602	130	Yes	722	77	Yes	Exited***
Butte County Office	Antelope Elementary	Berrendos Middle	1	8	745	6	Yes	748	36	Yes	Exited
Butte County Office	Biggs Unified	Biggs High	1	4	627	56	Yes	658	54	Yes	Exited
Education Redesign & Assessment	Sacramento City Unified	Johnson (Hiram W.) High	1	1	519	32	Yes	*	*	*	Exited *
Fresno County Office	Mendota Unified	McCabe Junior High	1	4	632	0	No	639	17	Yes	3rd Yr in SAIT
Fresno County Office	West Fresno Elementary	West Fresno Elementary	1	1	500	72	Yes	579	38	Yes	Exited
Gail Robinette & Associates	Selma Unified	Wilson (Woodrow) Elementary	1	2	634	29	Yes	668	32	Yes	Exited
Los Angeles County Office	Pomona Unified	Pomona Senior High	1	1	541	66	Yes	607	15	Yes	Exited
Madera County Office	Merced City Elementary	Rivera (Rudolph) Middle	1	4	650	36	Yes	*	*	*	Exited *
Monterey County Office	Monterey Peninsula Unified	Del Rey Woods Elementary	1	2	619	25	Yes	*	*	*	Exited *
Monterey County Office	Monterey Peninsula Unified	Ord Terrace Elementary	1	1	587	7	Yes	*	*	*	Exited *
Napa/Solano County Office	Hayward Unified	Tennyson High	2	1	523	52	Yes	579	52	Yes	Exited
Napa/Solano County Office	Rio Elementary	Rio Plaza Elementary	2	1	582	20	Yes	609	2	Yes	Exited
New Directions	Palo Verde Unified	Palo Verde High	1	2	569	76	Yes	655	-10	No	3rd Yr in SAIT
Professional Resources Network	Compton Unified	Centennial High	1	1	433	20	Yes	459	44	Yes	Exited
Riverside County Office	Jurupa Unified	Rubidoux High	2	**	**	**	**	590	31	Yes	3rd Yr in SAIT
Riverside County Office	Perris Elementary	Nan Sanders Elementary	1	2	643	3	Yes	644	38	Yes	Exited
Sacramento County Office	Galt Joint Union High	Galt High	1	4	630	70	Yes	705	24	Yes	Exited
San Diego County Office	San Diego Unified	O'Farrell Community Charter	2	4	642	14	Yes	659	35	Yes	Exited
Santa Clara County Office	Alum Rock Union Elementary	Pala Middle	1	3	613	-4	No	617	13	Yes	3rd Yr in SAIT
Santa Clara County Office	East Side Union High	Lick (James) High	1	1	523	49	Yes	*	*	*	Exited *
Urban Education Partnership	Inglewood Unified	Woodworth (Clyde) Elementary	2	2	618	71	Yes	697	-12	No	3rd Yr in SAIT
WestEd	San Diego Unified	Balboa Elementary	1	1	592	26	Yes	621	23	Yes	Exited
WestEd	San Diego Unified	Fulton Elementary	1	4	675	2	Yes	679	15	Yes	Exited
WestEd	San Francisco Unified	Burton (Phillip and Sala) Academic High	1	4	636	9	Yes	655	46	Yes	Exited
WestEd	San Francisco Unified	Malcolm X Academy	1	1	537	12	Yes	553	67	Yes	Exited
WestEd	San Francisco Unified	Marshall (Thurgood) Academic High	1	3	605	-16	No	606	28	Yes	3rd Yr in SAIT
* Changing Data: Scheduled for release in January 2006.											
** Invalid API											
*** School closed											

Revised Table 8
Academic Performance and SAIT Providers of Schools State-Monitored in 2004-05

SAIT Provider	District	School	Cohort	Decile Rank	2004 API Base	2005 Growth	Met 2005 Significant Growth?	Status
Action Learning Systems	Lemon Grove Elementary	Palm Middle	2	4	671	8	Yes	2nd Yr in SAIT
Action Learning Systems	Pasadena Unified	Burbank Elementary	2	3	674	70	Yes	2nd Yr in SAIT
Action Learning Systems	Pasadena Unified	Muir High	3	1	555	83	Yes	2nd Yr in SAIT
Action Learning Systems	Sacramento City Unified	Bear Flag Elementary	1	4	*	*	*	2nd Yr in SAIT
Alameda County Office	San Francisco Unified	Fairmount Elementary	2	1	606	20	Yes	2nd Yr in SAIT
Butte County Office	Thermalito Union Elementary	Nelson Avenue Middle	2	3	643	25	Yes	2nd Yr in SAIT
Butte County Office	Westwood Unified	Fletcher Walker Elementary	2	4	700	19	Yes	2nd Yr in SAIT
Education Consultants, LLC	Fairfield-Suisun Unified	Crystal Middle	2	4	658	68	Yes	2nd Yr in SAIT
Education Consultants, LLC	Newark Unified	Graham (James A.) Elementary	1	4	695	33	Yes	2nd Yr in SAIT
Gail Robinette & Associates	Los Banos Unified	Volta Elementary (YR)	1	6	749	7	Yes	2nd Yr in SAIT
Gibson & Associates	Oakland Unified	Glenview Elementary	2	5	730	62	Yes	2nd Yr in SAIT
Gibson & Associates	Oakland Unified	King (Martin Luther Jr.) Elementary	2	1	540	71	Yes	2nd Yr in SAIT
Gibson & Associates	Oakland Unified	Mann (Horace) Elementary	2	1	584	37	Yes	2nd Yr in SAIT
Gibson & Associates	Oakland Unified	Prescott Elementary	2	1	575	74	Yes	2nd Yr in SAIT
Gibson & Associates	Oakland Unified	Santa Fe Elementary	2	2	629	-17	No	2nd Yr in SAIT
Gibson & Associates	San Francisco Unified	Lick (James) Middle	1	1	573	38	Yes	2nd Yr in SAIT
Gibson & Associates	San Francisco Unified	Mann (Horace) Middle	2	2	606	-20	No	2nd Yr in SAIT
Gibson & Associates	San Francisco Unified	Maxwell (Enola D.) School of Arts	2	1	540	31	Yes	2nd Yr in SAIT
Imperial County Office	Holtville Unified	Holtville High	2	4	649	34	Yes	2nd Yr in SAIT
Insight Education Group	Sacramento City Unified	Kenny (Father Keith B.) Elementary Ch	2	1	*	*	*	2nd Yr in SAIT
Kern County Office	Vineland Elementary	Sunset	2	1	535	27	Yes	2nd Yr in SAIT
Kern County Office	Wasco Union Elementary	Jefferson (Thomas) Middle	2	1	572	49	Yes	2nd Yr in SAIT
Lake County Office	Bellevue Union Elementary	Bellevue Elementary	1	2	652	41	Yes	2nd Yr in SAIT
Lake County Office	Kelseyville Unified	Kelseyville Elementary	2	4	692	37	Yes	2nd Yr in SAIT
Lake County Office	Round Valley Unified	Round Valley Elementary	2	1	*	*	*	2nd Yr in SAIT
Learning Matters	Compton Unified	McKinley Elementary	2	1	579	20	Yes	2nd Yr in SAIT
Learning Matters	Sacramento City Unified	Kemble (Edward) Elementary	1	1	*	*	*	2nd Yr in SAIT
Los Angeles County Office	Inglewood Unified	Morningside High	2	1	*	*	*	2nd Yr in SAIT
Los Angeles County Office	Lancaster Elementary	Piute Middle	2	1	575	37	Yes	2nd Yr in SAIT
Los Angeles County Office	Los Angeles Unified	Anatola Avenue Elementary	2	3	673	37	Yes	2nd Yr in SAIT
Los Angeles County Office	Los Angeles Unified	Carthay Center Elementary	2	4	693	34	Yes	2nd Yr in SAIT
Los Angeles County Office	Los Angeles Unified	Chatsworth Senior High	3	5	666	23	Yes	2nd Yr in SAIT
Los Angeles County Office	Los Angeles Unified	Dorsey (Susan Miller) Senior High	2	1	475	26	Yes	2nd Yr in SAIT
Los Angeles County Office	Los Angeles Unified	Fairfax Senior High	2	3	612	36	Yes	2nd Yr in SAIT
Los Angeles County Office	Los Angeles Unified	Gardena Senior High	3		*	*	*	1st Yr in SAIT
Los Angeles County Office	Los Angeles Unified	Garfield (James A.) Senior High	2	1	*	*	*	2nd Yr in SAIT
Los Angeles County Office	Los Angeles Unified	Grant (Ulysses S.) Senior High	2	3	602	21	Yes	2nd Yr in SAIT
Los Angeles County Office	Los Angeles Unified	Jordan (David Starr) Senior High	2	1	465	54	Yes	2nd Yr in SAIT
Los Angeles County Office	Los Angeles Unified	Ritter Elementary	2	1	593	46	Yes	2nd Yr in SAIT
Los Angeles County Office	Los Angeles Unified	University Senior High	3	4	632	16	Yes	2nd Yr in SAIT
Los Angeles County Office	Palmdale Elementary	Shadow Hills Intermediate	2	2	618	51	Yes	2nd Yr in SAIT
Madera County Office	Merced City Elementary	Reyes (Alicia) Elementary	1	2	*	*	*	2nd Yr in SAIT
Madera County Office	Strathmore Union Elementary	Strathmore Elementary	2	3	677	33	Yes	2nd Yr in SAIT
Madera County Office	Tulare Joint Union High	Tulare Western High	1	5	656	32	Yes	2nd Yr in SAIT
Napa/Solano County Office	Colusa Unified	Colusa High	2	5	650	73	Yes	2nd Yr in SAIT
* Changing Data: Scheduled for release in January 2006.								

Revised Table 8
Academic Performance and SAIT Providers of Schools State-Monitored in 2004-05

SAIT Provider	District	School	Cohort	Decile Rank	2004 API Base	2005 Growth	Met 2005 Significant Growth?	Status
Napa/Solano County Office	Dixon Unified	Anderson (Linford L.) Elementary	2	3	675	28	Yes	2nd Yr in SAIT
Napa/Solano County Office	Gonzales Unified	Gonzales High	1	1	*	*	*	2nd Yr in SAIT
Napa/Solano County Office	Hayward Unified	Markham Elementary	2	2	652	67	Yes	2nd Yr in SAIT
Napa/Solano County Office	Lodi Unified	Heritage Elementary	2	1	576	6	Yes	2nd Yr in SAIT
Napa/Solano County Office	San Leandro Unified	Washington Elementary	2	2	648	31	Yes	2nd Yr in SAIT
Napa/Solano County Office	Vallejo City Unified	Cooper (Johnston) Elementary	2	3	660	-4	No	2nd Yr in SAIT
New Directions	Hawthorne Elementary	Davis (Zela) Elementary	2	5	715	1	Yes	2nd Yr in SAIT
New Directions	Pittsburg Unified	Foothill Elementary	1	2	*	*	*	2nd Yr in SAIT
New Directions	Pittsburg Unified	Pittsburg Senior High	3	2	*	*	*	2nd Yr in SAIT
New Directions	Pittsburg Unified	Stoneman Elementary	1	3	673	-18	No	2nd Yr in SAIT
New Directions	Rialto Unified	Rialto High	2	3	609	11	Yes	2nd Yr in SAIT
New Directions	Santa Rosa High	Allen (Elsie) High	3		*	*	*	2nd Yr in SAIT
Orange County Office	Newport-Mesa Unified	College Park Elementary	2	3	659	37	Yes	2nd Yr in SAIT
Orange County Office	Orange Unified	Esplanade Elementary	2	2	637	18	Yes	2nd Yr in SAIT
Principal's Exchange	Azusa Unified	Paramount Elementary	2	2	641	49	Yes	2nd Yr in SAIT
Principal's Exchange	Compton Unified	Roosevelt Elementary	2	1	*	*	*	2nd Yr in SAIT
Principal's Exchange	Compton Unified	Whaley Middle	2	1	528	23	Yes	2nd Yr in SAIT
Principal's Exchange	San Bernardino City Unified	Rio Vista Elementary	2	1	597	31	Yes	2nd Yr in SAIT
Principal's Exchange	San Bernardino City Unified	Roberts (E. Neal) Elementary	2	2	622	-6	No	2nd Yr in SAIT
Principal's Exchange	San Bernardino City Unified	Vermont Elementary	2	1	597	10	Yes	2nd Yr in SAIT
Riverside County Office	Coachella Valley Joint Unified	Oasis Elementary	2	1	498	35	Yes	2nd Yr in SAIT
Riverside County Office	Desert Sands Unified	Kennedy (John F.) Elementary	2		*	*	*	2nd Yr in SAIT
Riverside County Office	Jurupa Unified	Jurupa Valley High	2	1	552	51	Yes	2nd Yr in SAIT
Riverside County Office	Jurupa Unified	Pacific Avenue Elementary	2	1	614	51	Yes	2nd Yr in SAIT
Riverside County Office	Jurupa Unified	Van Buren Elementary	2	3	659	26	Yes	2nd Yr in SAIT
Riverside County Office	Moreno Valley Unified	Moreno Valley High	3	1	*	*	*	2nd Yr in SAIT
Riverside County Office	Moreno Valley Unified	Mountain View Middle	2	2	*	*	*	2nd Yr in SAIT
Riverside County Office	Moreno Valley Unified	Serrano Elementary	2	1	*	*	*	2nd Yr in SAIT
Sacramento County Office	Folsom-Cordova Unified	Cordova Villa Elementary	2	4	684	46	Yes	2nd Yr in SAIT
Sacramento County Office	Marysville Joint Unified	McKenney (Anna) Intermediate	2	3	643	29	Yes	2nd Yr in SAIT
Sacramento County Office	Oakland Unified	Havenscourt Middle	2	1	500	13	Yes	2nd Yr in SAIT
Sacramento County Office	Oakland Unified	Madison Middle	2	1	498	-3	No	2nd Yr in SAIT
Sacramento County Office	River Delta Joint Unified	Bates Elementary	1	3	672	36	Yes	2nd Yr in SAIT
Sacramento County Office	San Juan Unified	Kingswood Elementary	2	4	694	46	Yes	2nd Yr in SAIT
Sacramento County Office	Washington Unified	River City Senior High	2	4	647	32	Yes	2nd Yr in SAIT
Sacramento County Office	Yuba City Unified	Bridge Street Elementary	1	2	627	-22	No	2nd Yr in SAIT
Sacramento County Office	Yuba City Unified	King Avenue Elementary	1	3	674	27	Yes	2nd Yr in SAIT
San Bernardino County Office	Barstow Unified	Crestline Elementary	1	2	*	*	*	2nd Yr in SAIT
San Bernardino County Office	Rialto Unified	Frisbie Middle	2	2	607	32	Yes	2nd Yr in SAIT
San Bernardino County Office	Rialto Unified	Preston Elementary	2	3	653	24	Yes	2nd Yr in SAIT
San Diego County Office	Lemon Grove Elementary	San Altos Elementary	1	5	713	26	Yes	2nd Yr in SAIT
San Diego County Office	Oceanside Unified	Jefferson Middle	2	5	676	35	Yes	2nd Yr in SAIT
San Joaquin County Office	Lodi Unified	Oakwood Elementary	2	1	597	27	Yes	2nd Yr in SAIT
Stanislaus County Office	Stanislaus Union Elementary	Eisenhut (George) Elementary	2	5	722	19	Yes	2nd Yr in SAIT
* Changing Data: Scheduled for release in January 2006.								

Revised Table 8
Academic Performance and SAIT Providers of Schools State-Monitored in 2004-05

SAIT Provider	District	School	Cohort	Decile Rank	2004 API Base	2005 Growth	Met 2005 Significant Growth?	Status
TESS	West Contra Costa Unified	El Cerrito Senior High	2	3	*	*	*	2nd Yr in SAIT
Ventura County Office	Fillmore Unified	Fillmore Senior High	2	3	617	74	Yes	2nd Yr in SAIT
Ventura County Office	Lompoc Unified	Lompoc High	2	4	643	32	Yes	2nd Yr in SAIT
WestEd	Adelanto Elementary	Bradach (Donald F.) Elementary	2	3	663	-14	No	2nd Yr in SAIT
WestEd	Adelanto Elementary	Desert Trails Elementary	1	3	668	-8	No	2nd Yr in SAIT
WestEd	Alum Rock Union Elementary	Shields (Lester W.) Elementary	2	2	631	21	Yes	2nd Yr in SAIT
WestEd	Chino Valley Unified	Marshall (E. J.) Elementary	1	5	713	12	Yes	2nd Yr in SAIT
WestEd	Gilroy Unified	Glen View Elementary	2	3	656	52	Yes	2nd Yr in SAIT
WestEd	Montebello Unified	Schurr High	2	4	630	47	Yes	2nd Yr in SAIT
WestEd	Mt. Diablo Unified	Oak Grove Middle	3	2	614	-7	No	2nd Yr in SAIT
WestEd	Mt. Diablo Unified	Ygnacio Valley High	3	6	671	26	Yes	2nd Yr in SAIT
WestEd	Oakland Unified	McClymonds Senior High	2					Closed
WestEd	Ontario-Montclair Elementary	Lincoln Elementary	1	2	622	44	Yes	2nd Yr in SAIT
WestEd	Porterville Unified	Monache High	2	4	626	46	Yes	2nd Yr in SAIT
WestEd	Robla Elementary	Glenwood Elementary	2	3	676	28	Yes	2nd Yr in SAIT
WestEd	San Diego Unified	Horton Elementary	3	2	622	35	Yes	2nd Yr in SAIT
WestEd	San Jose Unified	Almaden Elementary	2	2	633	69	Yes	2nd Yr in SAIT
WestEd	San Jose Unified	Gunderson High	2	4	625	-1	No	2nd Yr in SAIT
WestEd	San Jose Unified	San Jose High Academy	1	3	600	49	Yes	2nd Yr in SAIT
* Changing Data: Scheduled for release in January 2006.								

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2005 AGENDA

☒ **Federal Waiver**

SUBJECT	
Request by **Coast 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-21-2005	☒ **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 than $15,000 to enter into a consortium with other LEAs for the purpose of meeting the $15,000 minimum grant requirement. Section 131(d)(2) of the Act permits states to waive the consortium agreement in any case in which the LEA is:

- In a rural, sparsely populated area, or is a public charter school operating secondary vocational and technical education programs; and

- Demonstrates it is unable to enter into a consortium to participate in the Perkins funding.

CDE staff contacted the Coast Unified School District and verified that the LEA received its first consortium waiver in the 1991-92 program year, and that the LEA continues to meet the waiver criteria. The LEA requests a renewal of the consortium waiver in order to receive its allocated funds for the 2005-06 program year.

Authority for Waiver: Carl D. Perkins Vocational and Technical Education Act of 1998, Section 131(d)(2)

Period of request: July 1, 2005, through June 30, 2006

Local board approval date(s): September 8, 2005

FISCAL ANALYSIS (AS APPROPRIATE)

Approval will enable the Coast Unified School District to receive its Perkins funds for the 2005-06 program year (estimated to be $6,129) without having to participate in a consortium. The waiver has no significant effect on the distribution of Perkins funds, statewide.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for web viewing but are available for inspection in the Waiver Office.

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2005 AGENDA

☒ **Federal Waiver**

SUBJECT	
Request by **Sierra 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-35-2005	☒ **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 than $15,000 to enter into a consortium with other LEAs for the purpose of meeting the $15,000 minimum grant requirement. Section 131(d)(2) of the Act permits states to waive the consortium agreement in any case in which the LEA is:

- In a rural, sparsely populated area, or is a public charter school operating secondary vocational and technical education programs; and

- Demonstrates it is unable to enter into a consortium to participate in the Perkins funding.

CDE staff contacted the Sierra Unified School District and verified that the LEA received its first consortium waiver in the 2004-05 program year, and that the LEA continues to meet the waiver criteria. The LEA requests a renewal of the consortium waiver in order to receive its allocated funds for the 2005-06 program year.

Authority for Waiver: Carl D. Perkins Vocational and Technical Education Act of 1998, Section 131(d)(2)

Period of request: July 1, 2005, through June 30, 2006

Local board approval date(s): September 8, 2005

FISCAL ANALYSIS (AS APPROPRIATE)

Approval will enable the Sierra Unified School District to receive its Perkins funds for the 2005-06 program year (estimated to be $14,256) without having to participate in a consortium. The waiver has no significant effect on the distribution of Perkins funds, statewide.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for web viewing but are available for inspection in the Waiver Office.

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2005 AGENDA

☒ **Federal Waiver**

SUBJECT	
Request by **Humboldt 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-23-2005	☒ **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 than $15,000 to enter into a consortium with other LEAs for the purpose of meeting the $15,000 minimum grant requirement. Section 131(d)(2) of the Act permits states to waive the consortium agreement in any case in which the LEA is:

- In a rural, sparsely populated area, or is a public charter school operating secondary vocational and technical education programs; and

- Demonstrates it is unable to enter into a consortium to participate in the Perkins funding.

CDE staff contacted the Humboldt County Office of Education and verified that the LEA received its first consortium waiver in the 2002-03 program year, and that the LEA continues to meet the waiver criteria. The LEA requests a renewal of the consortium waiver in order to receive its allocated funds for the 2005-06 program year.

Authority for Waiver: Carl D. Perkins Vocational and Technical Education Act of 1998, Section 131(d)(2)

Period of request: July 1, 2005, through June 30, 2006

Local board approval date(s): September 14, 2005

FISCAL ANALYSIS (AS APPROPRIATE)

Approval will enable the Humboldt County Office of Education to receive its Perkins funds for the 2005-06 program year (estimated to be $10,358) without having to participate in a consortium. The waiver has no significant effect on the distribution of Perkins funds, statewide.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for web viewing but are available for inspection in the Waiver Office.

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2005 AGENDA

☒ **Federal Waiver**

SUBJECT	
Request by **Butte Valley 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-24-2005	☒ **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 than $15,000 to enter into a consortium with other LEAs for the purpose of meeting the $15,000 minimum grant requirement. Section 131(d)(2) of the Act permits states to waive the consortium agreement in any case in which the LEA is:

- In a rural, sparsely populated area, or is a public charter school operating secondary vocational and technical education programs; and
- Demonstrates it is unable to enter into a consortium to participate in the Perkins funding.

CDE staff contacted the Butte Valley Unified School District and verified that the LEA received its first consortium waiver in the 1991-92 program year, and that the LEA continues to meet the waiver criteria. The LEA requests a renewal of the consortium waiver in order to receive its allocated funds for the 2005-06 program year.

Authority for Waiver: Carl D. Perkins Vocational and Technical Education Act of 1998, Section 131(d)(2)

Period of request: July 1, 2005, through June 30, 2006

Local board approval date(s): September 21, 2005

FISCAL ANALYSIS (AS APPROPRIATE)

Approval will enable the Butte Valley Unified School District to receive its Perkins funds for the 2005-06 program year (estimated to be $3,258) without having to participate in a consortium. The waiver has no significant effect on the distribution of Perkins funds, statewide.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for web viewing but are available for inspection in the Waiver Office.

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2005 AGENDA

☒ **Federal Waiver**

SUBJECT	
Request by **Lucerne Valley 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-25-2005	☒ **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 than $15,000 to enter into a consortium with other LEAs for the purpose of meeting the $15,000 minimum grant requirement. Section 131(d)(2) of the Act permits states to waive the consortium agreement in any case in which the LEA is:

- In a rural, sparsely populated area, or is a public charter school operating secondary vocational and technical education programs; and
- Demonstrates it is unable to enter into a consortium to participate in the Perkins funding.

CDE staff contacted the Lucerne Valley Unified School District and verified that the LEA received its first consortium waiver in the 2003-04 program year, and that the LEA continues to meet the waiver criteria. The LEA requests a renewal of the consortium waiver in order to receive its allocated funds for the 2005-06 program year.

Authority for Waiver: Carl D. Perkins Vocational and Technical Education Act of 1998, Section 131(d)(2)

Period of request: July 1, 2005, through June 30, 2006

Local board approval date(s): September 7, 2005

FISCAL ANALYSIS (AS APPROPRIATE)

Approval will enable the Lucerne Valley Unified School District to receive its Perkins funds for the 2005-06 program year (estimated to be $8,655) without having to participate in a consortium. The waiver has no significant effect on the distribution of Perkins funds, statewide.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for web viewing but are available for inspection in the Waiver Office.

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2005 AGENDA

☒ **Federal Waiver**

SUBJECT	
Request by **Cuyama Joint 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-26-2005	☒ **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 than $15,000 to enter into a consortium with other LEAs for the purpose of meeting the $15,000 minimum grant requirement. Section 131(d)(2) of the Act permits states to waive the consortium agreement in any case in which the LEA is:

- In a rural, sparsely populated area, or is a public charter school operating secondary vocational and technical education programs; and

- Demonstrates it is unable to enter into a consortium to participate in the Perkins funding.

CDE staff contacted the Cuyama Joint Unified School District and verified that the LEA received its first consortium waiver in the 1991-92 program year, and that the LEA continues to meet the waiver criteria. The LEA requests a renewal of the consortium waiver in order to receive its allocated funds for the 2005-06 program year.

Authority for Waiver: Carl D. Perkins Vocational and Technical Education Act of 1998, Section 131(d)(2)

Period of request: July 1, 2005, through June 30, 2006

Local board approval date(s): September 8, 2005

FISCAL ANALYSIS (AS APPROPRIATE)

Approval will enable the Cuyama Joint Unified School District to receive its Perkins funds for the 2005-06 program year (estimated to be $3,375) without having to participate in a consortium. The waiver has no significant effect on the distribution of Perkins funds, statewide.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for web viewing but are available for inspection in the Waiver Office.

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2005 AGENDA

☒ **Federal Waiver**

SUBJECT	
Request by **Trona Joint 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-27-2005	☒ **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 than $15,000 to enter into a consortium with other LEAs for the purpose of meeting the $15,000 minimum grant requirement. Section 131(d)(2) of the Act permits states to waive the consortium agreement in any case in which the LEA is:

- In a rural, sparsely populated area, or is a public charter school operating secondary vocational and technical education programs; and
- Demonstrates it is unable to enter into a consortium to participate in the Perkins funding.

CDE staff contacted the Trona Joint Unified School District and verified that the LEA received its first consortium waiver in the 2002-03 program year, and that the LEA continues to meet the waiver criteria. The LEA requests a renewal of the consortium waiver in order to receive its allocated funds for the 2005-06 program year.

Authority for Waiver: Carl D. Perkins Vocational and Technical Education Act of 1998, Section 131(d)(2)

Period of request: July 1, 2005, through June 30, 2006

Local board approval date(s): September 12, 2005

FISCAL ANALYSIS (AS APPROPRIATE)

Approval will enable the Trona Joint Unified School District to receive its Perkins funds for the 2005-06 program year (estimated to be $5,008) without having to participate in a consortium. The waiver has no significant effect on the distribution of Perkins funds, statewide.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for web viewing but are available for inspection in the Waiver Office.

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2005 AGENDA

☒ **Federal Waiver**

SUBJECT	
Request by **Borrego Springs 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-28-2005	☒ **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 than $15,000 to enter into a consortium with other LEAs for the purpose of meeting the $15,000 minimum grant requirement. Section 131(d)(2) of the Act permits states to waive the consortium agreement in any case in which the LEA is:

- In a rural, sparsely populated area, or is a public charter school operating secondary vocational and technical education programs; and

- Demonstrates it is unable to enter into a consortium to participate in the Perkins funding.

CDE staff contacted the Borrego Springs Unified School District and verified that the LEA received its first consortium waiver in the 2001-02 program year, and that the LEA continues to meet the waiver criteria. The LEA requests a renewal of the consortium waiver in order to receive its allocated funds for the 2005-06 program year.

Authority for Waiver: Carl D. Perkins Vocational and Technical Education Act of 1998, Section 131(d)(2)

Period of request: July 1, 2005, through June 30, 2006

Local board approval date(s): September 14, 2005

FISCAL ANALYSIS (AS APPROPRIATE)

Approval will enable the Borrego Springs Unified School District to receive its Perkins funds for the 2005-06 program year (estimated to be $3,084) without having to participate in a consortium. The waiver has no significant effect on the distribution of Perkins funds, statewide.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for web viewing but are available for inspection in the Waiver Office.

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2005 AGENDA

☒ **General Waiver**

SUBJECT	
Request by **North Orange County Regional Occupational Program** for a waiver of *Education Code (EC)* Section 52314.6(a) regarding the three percent limit on enrollment of students under the age of sixteen in the Regional Occupational Program (ROP). Waiver Number: 4-8-2005	☒ **Action** ☒ **Consent**

RECOMMENDATION

☐ **Approval** ☒ **Approval with conditions** ☐ **Denial**

That (1) All State Board of Education (SBE) waiver guidelines must be adhered to, (2) age sixteen enrollment be limited to ten percent of average daily attendance (a.d.a.) funding in the prior year Annual Apportionment, and (3) approval for one year only.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Waiver requests of this type have been discussed and approved by the State Board of Education (SBE) under the SBE Waiver Policy Number 00-06 in June 2000.

SUMMARY OF KEY ISSUES

North Orange County ROP is requesting this waiver. The waiver is needed to allow students recommended by their counselors/administrators to have access to, and benefit from, ROP instruction in all of their participating districts.

In many cases, students are enrolled in career pathways and academy programs that begin in the ninth or tenth grade, but because of the under age sixteen limitation of three percent, cannot participate in the learning opportunities ROPs provide. This waiver ensures the availability of ROP training and services necessary to meet the greatest needs of individual students and schools by allowing the percentage under sixteen to go up to ten percent.

North Orange County ROP has also provided assurances that they agree to all of the conditions specified by the SBE Policy 00-06 dated June 2000. These assurances meet all the requirements of the State Board of Education's waiver policy for a waiver of *Education Code* Section 52315.6.

Authority for Waiver: *EC* Section 33050

Period of request: August 29, 2005 to June 30, 2006

Local board approval date(s): August 17, 2005

Public hearing held on date(s): August 17, 2005

Bargaining unit(s) consulted on date(s): ROP teachers in the County are not represented by the union because they have non-permanent "hourly" teacher status.

Name of bargaining unit/representative(s) consulted:

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: Curriculum Council

Objections raised (choose one): ☒ None ☐ Objections are as follows:

Date(s) consulted: July 29, 2005

FISCAL ANALYSIS (AS APPROPRIATE)

There is no fiscal impact to the Department or the ROP.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for web viewing but are available for inspection in the Waiver Office.

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2005 AGENDA

☒ **Specific Waiver**

SUBJECT	
Request by the **Igo-Ono-Platina Union Elementary School District** for a waiver of *Education Code (EC)* Section 52852, allowing one joint school site council to function for two small elementary schools. Waiver Number: 2-8-2005	☒ **Action** ☒ **Consent**

RECOMMENDATION

☒ Approval ☐ Approval with conditions ☐ Denial

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The Board has granted similar waivers to other small rural districts under waiver guidelines approved by SBE. This is a renewal of a previously granted waiver.

SUMMARY OF KEY ISSUES

Igo-Ono-Platina Union Elementary School District is a small elementary district (ADA: 117) in Shasta County. Within the district, Igo School has 99 students and there are 18 students at Platina School.

School staffs at both sites hold common faculty meetings and plan, implement, monitor, and evaluate as one entity. The distance between the two schools is 30 miles.

The Board has previously granted the district a renewal waiver to have one school site council for the two schools and the school site council, which already operates as one unit supports the waiver.

Authority for the Waiver: *EC* 52863

Period of request: September 1, 2005, through August 31, 2007

Local board approval date(s): August 11, 2005

Bargaining unit(s) consulted on date(s): Not required for a specific waiver of this type.

Name of bargaining unit(s)/representative(s): Not required for a specific waiver of this type

Position of bargaining unit(s) (choose only one): Not required for a specific

waiver of this type.

☐ Neutral ☐ Support ☐ Oppose

FISCAL ANALYSIS (AS APPROPRIATE)

This request utilizes existing funds and will not result in additional costs to the district or to the state.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for web viewing but are available for inspection in the Waiver Office.

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2005 AGENDA

☒ **Federal Waiver**

SUBJECT	
Request by **Encinitas Union School District** to waive No Child Left Behind Act (NCLB); Title IV, Part A, Section 4115 (a)(1)(c) to use Safe and Drug Free Schools and Communities funds to support the cost of *The Michigan Model*, which deals with the total development of the individual; intellectual, physical, social and emotional program for students in grades Kindergarten through sixth grade. Waiver Number: Fed-19-2005	☒ **Action** ☒ **Consent**

RECOMMENDATION

☐ Approval ☒ Approval with conditions ☐ Denial

The Encinitas Union School District must submit a report to the Safe and Healthy Kids Program Office (SHKPO) no later than November 2006 that describes the progress made by University of Michigan in evaluating *The Michigan Model* for Comprehensive School Health Education program. In addition, the District must submit a report to the SHKPO no later than November 2007 that describes the progress made by University of Michigan in submitting the results of the evaluation to (1) the National Registry of Evidence-based Programs and Practices (NREP), (2) the University of Colorado's Center for the Study and Prevention of Violence, or (3) the California Healthy Kids Resource Center, for possible designation as a Model, Blueprint, or 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 of Education (SBE) Policy 03-01 contains guidelines for approval of applications for waiver of the NCLB requirements that Title IV funds be used for "science-based" prevention programs. The SBE has previously approved waivers allowing the use of *The Michigan Model* for Comprehensive School Health Education program by the El Monte Unified School District (FED-02-2004) and Solana School District (FED-05-2004).

SUMMARY OF KEY ISSUES

This application requests a waiver so that the LEA may use the "promising" prevention program, *The Michigan Model* for Comprehensive School Health Education, to supplement their use of a "science-based" prevention program (*Second Step*). In accordance with SBE Policy 03-01, the following three conditions

must be satisfied before use of a “promising” prevention program may be approved:

1. Is the program innovative?

2. Does the program demonstrate substantial likelihood of success?

3. Is there a plan and timeline for submitting the program for review and recognition?

The two conditions for innovation and substantial likelihood of success are satisfied because the program has previously been designated as “promising” by the U.S. Department of Education’s Expert Panel. SBE Policy 03-01 lists the Expert Panel as one of the reputable agencies that may designate a new program as “science-based.” *The Michigan Model* for Comprehensive School Health Education program is innovative because it facilitates interdisciplinary learning through lessons that integrate health education into other curricula, including language arts, social studies, science, math and art.

The third condition requires that the plan be reviewed by one of the science-based program designating agencies identified in Policy 03-01. The waiver request meets this criterion because the University of Michigan is in the process of evaluating the program and will submit the results of the evaluation to the (1) the NREP, (2) the University of Colorado’s Center for the Study and Prevention of Violence, or (3) the California Healthy Kids Resource Center, for possible designation as a Model, Blueprint, or Validated Program. The LEA has committed to participating in the data collection process for that study if requested. The District has provided supplemental information attached to the original waiver application stating it will use *The Michigan Model* for Comprehensive School Health Education in combination with the science-based program *Project Alert*. Following through on these commitments are therefore a condition for approval of the waiver.

The Department recommends that this waiver request be approved as it meets each of the three criteria identified in SBE Policy 03-01.

Authority for Waiver: NCLB, Title IV, Part A, Section 4115(a)(3)

Period of request: November 2005-November 2007

Local board approval date(s): August 16, 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 STATE BOARD OF EDUCATION

NOVEMBER 2005 AGENDA

☒ **Federal Waiver**

SUBJECT	
Request by **Irvine 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 *The Great Body Shop* – A multi-media approach to teaching life skills and prevention of drug and alcohol abuse and violence program for Pre-kindergarten through sixth grade. Waiver Number: Fed-20-2005	☒ **Action** ☒ **Consent**

RECOMMENDATION

☐ Approval ☒ Approval with conditions ☐ Denial

The Irvine Unified School District must submit a report to the Safe and Healthy Kids Program Office (SHKPO) no later than November 30, 2006, that describes Southern Illinois University, Carbondale's (SIUC) progress in evaluating the effectiveness of *The Great Body Shop* program. In addition, the District must submit a report to the SHKPO no later than November 30, 2007, that describes the progress made by SIUC in submitting the results of the evaluation to the National Registry of Evidence-based Programs and Practices (NREP) for possible designation as a Model Program. The District must be willing to take part in a formal evaluation, if requested. The District must also evaluate its own comprehensive prevention program using both *The Great Body Shop* and a science-based program consistent with the District's approved Local Educational Agency (LEA) Plan.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

State Board of Education (SBE) Policy 03-01 contains guidelines for approval of applications for waiver of the NCLB requirements that Title IV funds be used for "science-based" prevention programs. The SBE has previously approved waivers allowing the use of *The Great Body Shop* by Chino Valley Unified School District (Fed-09-2003), Eastside Union School District
(Fed-11-2004), Sierra Sands Unified School District (Fed-13-2004), Ventura Unified School District (Fed-18-2005), and Southern Kern School District (Fed-3-2005).

SUMMARY OF KEY ISSUES

This application requests a waiver so that the LEA may use the "promising" prevention program *The Great Body Shop* to supplement their use of a "science-based" prevention program (*Project Alert*). In accordance with SBE Policy 03-01, the following three conditions must be satisfied before use of a "promising" prevention program may be approved:

1. Is the program innovative?

2. Does the program demonstrate substantial likelihood of success?

3. Is there a plan and timeline for submitting the program for review and recognition?

The two conditions for innovation and substantial likelihood of success are satisfied because the program has previously been designated as "promising" by the NREP. The SBE Policy 03-01 lists the NREP as one of the reputable agencies that may designate a new program as "science-based."

The third condition requires that the evaluation of the program be reviewed by one of the science-based program designating agencies identified in SBE Policy 03-01. The waiver request meets this criterion because the producer of the program, Children's Health Market, is currently participating in a study conducted by SIUC. The LEA's waiver request states that Children's Health Market will submit the completed study and evaluation to the California Healthy Kids Resource Center, and Blueprints of the University of Colorado to be considered as a science-based program. The LEA has committed to participating in the data collection process for that study if requested. The District has provided supplemental information attached to the original waiver application stating it will use T*he Great Body Shop* in combination with the science-based program *Project Alert*. Following through on these commitments are therefore a condition for approval of the waiver.

The California Department of Education recommends that this waiver request be approved as it meets each of the three criteria identified in SBE Policy 03-01.

Authority for Waiver: NCLB, Title IV, Part A, Section 4115(a)(3)

Period of request: November 2005-November 2007

Local board approval date(s): 6-28-05

FISCAL ANALYSIS (AS APPROPRIATE)

Waiver approval will allow the district to use Title IV, Safe and Drug Free Schools and Communities funds for a promising program.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for web viewing but are available for inspection in the Waiver Office.

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2005 AGENDA

☒ **General Waiver**

SUBJECT	
Request by **Kings County Office of Education** on behalf of the **Hanford Joint Union High School District (JUHSD)** to waive the requirement for a local election in *Education Code (EC)* Section 5020 after a specific recommendation by the Kings County Committee on School District Organization that would change the system of trustee elections in Hanford JUHSD, based on the settlement of a lawsuit. If the waiver is approved, a local election would not be held on the election "system change" itself. Waiver Number: 5-9-2005	☒ **Action** ☐ **Consent**

RECOMMENDATION

☒ **Approval** ☐ **Approval with conditions** ☐ **Denial**

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) approved similar requests to waive *EC* Section 5020 in 1997 from the St. Helena Unified School District (USD) and in 2000 from the Orland Joint USD.

SUMMARY OF KEY ISSUES

For any school district, the local county committee on school district organization (county committee) has the authority to approve or disapprove the adoption of trustee areas for school district governing board elections. Pursuant to *EC* Section 5020, county committee approval of trustee areas constitutes an order of election, thus, voters in the district have final approval over the adoption of the trustee areas. The Kings County Office of Education (COE) is requesting that the SBE waive *EC* Section 5020 in order to allow the adoption of trustee areas in the Hanford JUHSD to be implemented without a local election.

The Office of County Counsel in Kings County (which represents the Kings County Committee) makes the following points in support of the waiver:

- In a Kings County Superior Court case (in which both Hanford JUHSD and the Kings County Committee were defendants), both the district and the county committee entered into a settlement agreement. Under terms of the settlement agreement, the district and the county committee agreed to establish trustee areas and seek a waiver of the election requirement.
- The purpose of establishing trustee areas is to give greater electoral "voice" to minority groups. In this case, submitting the trustee area issue to election would result in the same under representation of minorities.

- If the trustee area measure is defeated at an election, both the district and the county committee will be subject to a continuing legal attack regarding the establishment of trustee areas.
- Kings County is a “covered jurisdiction” under Section Five of the Voting Rights Act (adopted by the United States Congress in 1965). Section Five requires that “covered jurisdictions” obtain preclearance from the United States Department of Justice (to ensure that the changes will not have any discriminatory effect) before any changes to voting practices are made.

In addition to the above issues, the California Department of Education (CDE) considered the level of public input into the process and the position of the Hanford JUHSD governing board (as elected representatives of the district) regarding trustee areas. Members of the public have had considerable opportunity to provide testimony and comment regarding the proposal to establish trustee areas. In addition to the public hearing held by the Kings COE for purposes of this waiver, the Hanford JUHSD governing board held four public hearings during its consideration of the six alternative trustee area plans submitted for its consideration and the Kings County Committee held two public hearings before approving a trustee area plan.

The governing board of the Hanford JUHSD, as part of the Kings County Superior Court settlement agreement, has agreed to support the concept of trustee areas. A specific trustee area plan was recommended by the governing board on a three-to-two vote. However, the two dissenting members supported a different trustee area plan and were not objecting to the concept of trustee areas.

The CDE recommends that the SBE approve the request of the Kings COE to waive *EC* Section 5020 (thus, removing the requirement that a local election be held before trustee areas for Hanford JUHSD can be implemented) for the following reasons:

- As an outcome of legal action regarding the district’s method of electing governing board members, both the district and the county committee agreed in a court settlement to support the establishment of trustee areas to elect governing board members in the Hanford JUHSD.
- Members of the public were given considerable opportunities to provide input into the process to develop trustee areas.
- The governing board of the Hanford JUHSD (as elected representatives of the district’s voters) supports the concept of trustee areas for electing board members.
- Waiver of the election will ensure implementation of the trustee area plan in the most efficient and cost effective manner.
- Because Kings County is a “covered jurisdiction” under Section Five of the Voting Rights Act, the United States Department of Justice will review the trustee area plan before it goes into effect to ensure that the plan will not have any discriminatory effect.

Approval of the waiver request will not remove the requirement that any future Hanford JUHSD governing board member be elected by voters in the district. The waiver only eliminates the requirement that an election be held to determine the method by which future board members will be elected.

Authority for Waiver: *Education Code* (EC) Section 33050

Period of request: September 7, 2005, through August 31, 2006.

Local board approval date(s): September 7, 2005

Public hearing held on date(s): September 7, 2005

Bargaining unit(s) consulted on date(s): September 27, 2005

Name of bargaining unit/representative(s) consulted: Karen Clancy, President, California School Employees Association, Chapter 461; Kirsten Barnes, President, Hanford Secondary Educators Association.

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: N/A

Objections raised (choose one): ☐ None ☐ Objections are as follows:

Date(s) consulted: N/A

FISCAL ANALYSIS (AS APPROPRIATE)

Approval of this waiver will remove the requirement for an election to implement trustee areas for the future elections of the Hanford JUHSD governing board members. Elimination of this election will reduce local costs (to conduct the election) by approximately $56,000.

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)
- Letter from Office of County Counsel (4 pages)

- Resolution from the Kings County Committee on School District Organization County of Kings (7 pages)
- District maps (2 pages)
- Demographics Categories (1 page)

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2005 AGENDA

☒ **Petition Waiver**

SUBJECT	
Petition request under *Education Code* (*EC*) sections 60421(d) and 60200(g) by **Glendale Unified School District** to purchase Instructional Resources (*Everyday Mathematics,* Kindergarten c.1998/2004, Grades 1-6 c.2002) using Instructional Materials Funding Realignment Program (IMFRP) monies. Waiver Number: 21-5-2005	☒ **Action** ☐ **Consent**

RECOMMENDATION

☐ Approval ☒ Approval with conditions ☐ Denial

That the district provide specific teacher training in mathematics to all teachers, kindergarten through grade six, for one year.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Since 2001, four Instructional Material Fund (IMF) petitions, 12 Schiff-Bustamante waiver requests, and 16 IFRP 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. Thirty-one of the 32 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 fifth request for a waiver or a petition for continuing the use of the *Everyday Mathematics* program. The district was first approved by the SBE for a petition to purchase *Everyday Mathematics* using IMF funds in 1997; this petition was then renewed in 1999 by the SBE. When the fund source changed, a Schiff-Bustamante waiver request for this same program was granted by the SBE in June 2001, followed by a IMFRP petition request which continued Glendale Unified School District's use of the program through June 30, 2005.

SUMMARY OF KEY ISSUES

While no SBE policy currently exists for petitions under the IMFRP, language within the IMFRP in *EC* Section 60421(d) specifically authorizes the SBE to grant waivers for the purchase of non-adopted materials with IMFRP funds.

Following earlier petition requests to purchase the *Everyday Mathematics* program using Instructional Materials Fund funds, the SBE asked a Curriculum Commissioner to review the 2002 edition of the *Everyday Mathematics* program for grades four through six. The Commissioner found in her report to the SBE that there were numerous areas where the mathematics standards were not met, particularly at the

grade four level. Pursuant to this recommendation the SBE acted to approve these petition requests with the condition that the districts demonstrate supplemental coverage of these standards.

Glendale Unified School District's 20 elementary schools have Academic Performance Index rankings from the fourth through the tenth deciles; 9 of the 20 schools met all of their growth targets for 2004. The district has provided assessment data that indicates performance in mathematics at above the state average. However, the Mathematics California Standards Test results provided by the district showed a decline in the percentage of students who performed at or above the proficient level from 2003 to 2004 in third, fourth, and sixth grade, and a continued decline from 2004 to 2005 in fourth grade.

The district met with Deputy Superintendent Sue Stickel to discuss its petition request on September 13, 2005. At this meeting the district agreed to implement staff development in mathematics, particularly focused on the fourth grade where gaps in standards coverage in the *Everyday Mathematics* program have been identified. A general outline of the district's plans is included as Addendum C to the petition request.

Consistent with the SBE's decision at its September 2005 meeting on the Lake Tahoe Unified School District's petition to use IMFRP funds for the *Everyday Mathematics* program, the CDE recommends approval of this petition for one year, with the condition that the district implement a staff development program and report back to the CDE on how it has addressed the issues indicated by the declining assessment scores noted above.

Authority for Petition: *EC* 60421(d) and 60200(g)

Period of request: July 1, 2005, through June 30, 2006.

Local board approval date(s): May 3, 2005

Public hearing held on date(s): May 3, 2005

Public hearing advertised by (choose one or more):
☒ posting in a newspaper ☐ posting at each school ☐ other (specify)

FISCAL ANALYSIS (AS APPROPRIATE)

Annual estimated district expenditures for the *Everyday Mathematics* program, kindergarten through six: **$270,000** (about 2 % of the annual allotment of IMFRP)

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:

- Petition Request (11 pages)
- API Base Report (2 pages)
- 2005 Accountability Progress Report (2 pages)

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2005 AGENDA

☒ **General Waiver**

SUBJECT	
Request by **Yuba City Unified School District** to waive portions of *Education Code (EC)* Section 51222(a), related to the statutory minimum of 400 minutes of physical education required each ten days for grades nine through twelve in order to implement a block schedule at River Valley High School. Waiver Number: 23-6-2005	☒ **Action** ☐ **Consent**

RECOMMENDATION

☐ **Approval** ☒ **Approval with conditions** ☐ **Denial**

This waiver meets two of the six criteria cited in State Board of Education (SBE) Policy 99-03, and the California Department of Education (CDE) recommends approval with the following conditions:

- By January 15, 2006, the district meets criterion number two by describing a method by which it will monitor students' maintenance of a personal exercise program during the weeks the student is not participating in a physical education course. The necessary evidence to demonstrate the implementation of the monitoring program will include complete information on the training provided to teachers and students, copies of completed student physical activity logs, criteria for monitoring and providing feedback to students, student participation rate data, and program evaluation information.

- By May 15, 2006, the district provides information that shows the physical education program is aligned with the *Physical Education Framework* (provides a sequential, articulated, age-appropriate program).

- By May 15, 2006, the district meets criterion number five by developing and implementing physical education courses that provide each high school student with required course content in the following areas: (1) the effects of physical activity upon dynamic health; (2) mechanics of body movement; (3) aquatics; (4) gymnastics and tumbling; (5) individual and dual sports; (6) rhythms/dance; (7) team sports; (8) combatives (may include self defense). The necessary evidence to demonstrate the physical education program is in compliance with the *California Code of Regulations (CCR),* Title 5*,* Section 10060, will include course objectives, assessment strategies, units of instruction, and course outlines and schedules for all physical education courses.

- By February 1, 2006, the district provides a detailed plan for the administration of the physical fitness test to all students enrolled in grade nine.

- Students receive physical education instruction a minimum of 18 weeks in 70 to 90 minute daily periods during the regular school year.

- The district provides evidence that alternative day scheduling for physical education rather than alternative term scheduling has been thoroughly investigated and reasons why alternative day scheduling will not work must be clearly explained.

- All grade nine students are prepared for and participate in the physical performance testing program during the months of February, March, April, or May as specified in *EC* Section 60800.

- *EC* Section 33051(c) will apply.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

SBE Policy #99-03 establishes criteria for granting of waivers related to physical education instructional minutes for the purpose of implementing a block schedule.

This waiver meets two of the six criteria and it is expected the district will complete the other four by spring of 2006.

SUMMARY OF KEY ISSUES

EC 51222 establishes requirements for minimum instructional minutes of physical education, 400 minutes every ten school days for grades seven through twelve.

River Valley High School has implemented a block schedule that does not provide each student with physical education instruction for 400 minutes every 10 school days. Students are enrolled in physical education courses for only eighteen weeks of the school year.

The district has provided evidence that it meets two of the six criteria outlined in SBE Policy # 99-03 for granting a waiver for block scheduling:

- Criterion 1 - When the students are in a block that includes physical education the district has promised to have students in physical education a minimum of 18 weeks in 70 to 90 minute daily periods, and;

- Criterion 3 - The district provided evidence that alternative day scheduling rather than alternate term scheduling had been evaluated, and clearly explained the reason why this type of scheduling could not be used.

The unmet criteria can be successfully met with additional time for school staff to develop the physical activity monitoring program, and develop and design physical education courses that meet the course content requirements outlined in *CCR, Title 5,* 10060, and plan for the physical fitness test administration.

The CDE recommends approval of this waiver with the conditions described above.

Technical assistance from the CDE will be available to the district upon request.

Authority for Waiver: *EC* 33050

Period of request: August 1, 2005 to July 1, 2007

Local board approval date(s): June 14, 2005

Public hearing held on date(s): June 9, 2005

Bargaining unit(s) consulted on date(s): June 28, 2005

Name of bargaining unit/representative(s) consulted: Yuba City Teachers' Association

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: Principal's Advisory Council

Objections raised (choose one): ☒ None ☐ Objections are as follows:

Date(s) consulted: May 2, 2005

FISCAL ANALYSIS (AS APPROPRIATE)

Approval of this waiver will have no fiscal impact.

BACKGROUND INFORMATION

Action Item: Some documentation is available for web viewing. Waiver forms and other hard copy documents are available for viewing at the Wavier Office or State Board Office.

Attachments:

- General Waiver Request (3 pages)

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2005 AGENDA

☒ **General Waiver**

SUBJECT	
Request by **Sanger Unified School District** to waive *Education Code* (*EC*) sections 44512(c) and 44515(b) regarding the timelines for twelve school administrators involved in the principal training program, established by Assembly Bill 75 (Statutes of 2001). Waiver Number: 4-7-2005	☒ **Action** ☐ **Consent**

RECOMMENDATION

☐ **Approval** ☒ **Approval with conditions** ☐ **Denial**

That the district reports to the department which administrators completed the training before a final payment to the district is released and that the district completes the training of the twelve listed principals by June 30, 2006.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

This is the first time that this type of waiver request will be presented to the State Board of Education (SBE). Assembly Bill 75 created the Principal Training Program and allocated funds for that purpose. Enacted in 2001, Assembly Bill 75 (AB 75) established the Principals Training Program to provide training for school administrators throughout the state. Each district that submits names of school administrators receives $3,000. Administrators under this program receive 160 hours of training and once the training is completed, the district receives the remaining balance. However, since AB 75 defined the timelines for completion of this training, several districts have not completed the required training and need a waiver to complete this program.

SUMMARY OF KEY ISSUES

Sanger Unified School District (USD) is requesting a waiver of the Principal Training Program, specifically the code sections 44512(c) and 44515(a) to extend the timeline to complete the initial 80 hours of training and to receive funds beyond the 2003-2004 fiscal year.

The California Department of Education (CDE) has approved a total of 21 administrative positions for Sanger USD for the Principal Training Program. The administrators are at different intervals in the training process and some of their administrators are near their two year time limit mandated by Article 4.6 (commencing with Section 44510) of Chapter 3 or Part 25 of *Education Code* which requires participants to complete their training within a two year time frame. Sanger USD is requesting an extension on this two year time limit.

CDE is seeking legislative changes in the Principal Training Program so that the statutory timelines are more realistic. This would eliminate future waivers of this type.

Therefore, the department recommends approval of this waiver request to extend the timeline of the Principal Training Program with the condition that the district reports to the department on which administrators completed the first 80 hours of training before a final payment to the district is released and that the district completes the training of the twelve listed principals by June 30, 2006.

Authority for Waiver: *Education Code* (EC) Section 33050

Period of request: July 1, 2005 to June 30, 2006

Local board approval date(s): June 28, 2005

Public hearing held on date(s): June 28, 2005

Bargaining unit(s) consulted on date(s): June 14, 2005

Name of bargaining unit/representative(s) consulted: Danette Blackwood, President, Sanger Unified Teachers Association

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: School cite councils, see attached list

Objections raised (choose one): ☒ None ☐ Objections are as follows:

Date(s) consulted: At September school site council meetings – see attached list

FISCAL ANALYSIS (AS APPROPRIATE)

If approved, this waiver request will allow Sanger Unified School District to complete the training for twelve more school administrators under the Principal Training Program (AB 75) and receive $10,800 for the additional training.

BACKGROUND INFORMATION

Action Item: Some documentation is available for web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

Attachments:

- General Waiver Request (3 pages)
- API Base Report (1 page)

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2005 AGENDA

☒ **Specific Waiver**

SUBJECT	
Request by the **Los Angeles Unified School District** (LAUSD) using the specific waiver authority of *Education Code* (*EC*) 45108.7 to waive Section 45108.5(b)(4) to increase permanently the number of Classified Senior Management Employees in the district. Current: 54 permanent. Proposed: add 12 new permanent designations for a total of 66 permanent designations (see attached list). Waiver Number: 3-9-2005	☒ **Action** ☐ **Consent**

RECOMMENDATION

☒ Approval ☐ Approval with conditions ☐ Denial

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Since 1997 the LAUSD has made five requests to the State Board of Education (SBE) to increase the number of positions designated as Classified Senior Management above the number permitted in *EC* Section 45108.5(b)(4) which is five for any district with more than 50,000 units of average daily attendance (ADA).

In 1997 the LAUSD requested, and the SBE approved, five positions above the maximum of five positions allowed in *EC* Section 45108.5(b)(4). That waiver approval gave LAUSD a total of ten positions designated as Classified Senior Management in the district.

In 2000 the LAUSD requested, and the SBE approved, two waivers. One waiver requested that five more permanent positions be designated Classified Senior Management, for a total of 15 permanent positions. The second waiver in 2000 requested that five temporary (two years) designations be made to the Classified Senior Management staff. The total then became 15 permanent designations and five temporary designations.

In 2001 the LAUSD requested, and the SBE approved, a waiver for ten more permanent designations. The total then became 25 permanent designations and five temporary designations for a total of 30 positions designated as Classified Senior Management.

In 2002 the LAUSD requested, and the SBE approved, a waiver for 24 more permanent designations plus the conversion of the five temporary designations to permanent, all of which were related to the school facilities program. The total then became 54 permanent positions designated as Classified Senior Management.

SUMMARY OF KEY ISSUES

The LAUSD is currently requesting that 12 more positions be designated permanently as Classified Senior Management positions. If the SBE approves this waiver, the district will have 66 positions that are permanently designated as Classified Senior Management.

The California *EC* Section 45108.5 defines a senior management employee as "(1) An employee in the highest position in a principal district program area, as determined by the governing board, which does not require certification qualifications, and which has districtwide responsibility for formulating policies or administering the program area," or "(2) An employee who acts as the fiscal advisor to the district superintendent." The same *EC* section also specifies the maximum number of designated senior management positions to be five positions for a district with more than 50,000 ADA.

Per *EC* Section 45108.7, the SBE can waive the limit on the number and type of senior management positions in a school district.

Operating a school district, like LAUSD, with approximately 690,000 ADA poses more administrative challenges than operating a school district with 50,001 ADA. Hence, it seems more reasonable to hold districts that are in the same class (over 50,000 ADA) but of disparate size to the same staffing ratio rather than the same staffing level. Accordingly, it seems appropriate to grant a waiver that permits the maximum number of classified senior management positions to be derived from the ratio provided in the California *Education Code* for districts with 50,001 ADA, which is five positions for 50,001 ADA. If this waiver is approved, the LAUSD would have slightly under five classified senior management positions for every 50,001 units of ADA.

The 12 requested positions have varying responsibility throughout the operations of the district. Eight of the positions are in the business/financial services area and supervise large numbers of staff (Deputy Chief Financial Officer - 500 staff, Director of School Fiscal Services - 72 staff, Deputy Controller - 328 staff, two Deputy Directors of Budget Services and Financial Planning - 90 staff, Director of Food Services - 5,064 staff, Director of Materiel Management - 373 staff, and Director of Transportation - 1,575 staff). The remaining four positions are supervisory and serve in other operational areas (Special Council to the Board of Education - 1 staff, Executive Director of Charter Schools - 18 staff and 600 charter personnel, Chief of Police - 510 staff, and General Counsel - 94 staff).

The main advantage of designating a position as senior management is the exemption from the civil service hiring practices for key senior management positions. As such, with the approval of this waiver, the LAUSD would be able to fill vacancies in additional key senior management positions on a more timely basis. Also, classified senior management employees may be terminated at any time by written notice from the governing board, thus permitting the district to react more immediately to changing district needs and circumstances.

As noted in the prior section, since 1997 the LAUSD has received approval to increase its number of senior management designated positions from 5 to 54. The majority of

those positions are related to facilities management (29 positions). If there comes a time when all or most facilities projects have been completed and facilities needs have been met, it would be incumbent upon LAUSD to decrease its designated senior management positions in the facilities area.

In summary, it is recommended that this current waiver be approved.

Authority for the Waiver: California *Education Code* Section 45108.7

Period of request: Permanent

Local board approval date(s): September 27, 2005

Bargaining unit(s) consulted on date(s): According to the District, the bargaining unit does not need to be consulted because these positions are district represented.

Name of bargaining unit(s)/representative(s): Not required per *EC* 45108.7

Position of bargaining unit(s) (choose only one): Not required per *EC* 45108.7

☐ Neutral ☐ Support ☐ Oppose

FISCAL ANALYSIS (AS APPROPRIATE)

The operating costs will not increase beyond the currently budgeted levels. The positions already exist—only the civil service status of the specified positions will change should the SBE grant this waiver.

BACKGROUND INFORMATION

Action Item: Some documentation is available for web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

Attachments:

- Specific Waiver Request (2 pages)
- LAUSD Board narrative (2 pages)
- Attachment A current senior management positions (1 page)
- Attachment B proposed senior management positions (1 page)
- Attachment C job assignment of new positions (25 pages)