



California State Board of Education

Meeting Agenda Items for November 13-14, 2014

Bylaws

For the California State Board of Education, Amended January 16, 2013.

ARTICLE I

Authority

The California State Board of Education is established in the Constitution of the State of California and empowered by the Legislature through the California *Education Code*.

ARTICLE II

Powers and Duties

The Board establishes policy for the governance of the state's kindergarten through grade twelve public school system as prescribed in the *Education Code*, and performs other duties consistent with statute.

ARTICLE III

Members

APPOINTMENT

Section 1.

The State Board of Education consists of 11 members who are appointed by the Governor with the advice and consent of two-thirds of the Senate.

CC, Art. IX, Sec. 7
EC 33000 and 33000.5

TERM OF OFFICE

Section 2.

- a. The term of office of the members of the Board is four years, except for the student member whose term is one year.
- b. Except for the student member, who serves a one-year term, terms expire on January 15 of the fourth year following their commencement. Members, other than the student member, continue to serve until the appointment and qualification of their successors to a maximum of 60 days after the expiration of their terms. If the member is not reappointed and no successor is appointed within that 60-day period, the member may no longer serve and the position is deemed vacant. The term of the student member begins on August 1 and ends on July 31 of the following year.
- c. If the Senate refuses to confirm, the person may continue to serve until 60 days have elapsed since the refusal to confirm or until 365 days have elapsed since the person first began performing the duties of the office, whichever occurs first.
- d. If the Senate fails to confirm within 365 days after the day the person first began performing the duties of the office, the person may not continue to serve in that office following the end of the 365-day period.

EC 33001; 33000.5
GC 1774

VACANCIES

Section 3.

Any vacancy shall be filled by appointment by the Governor, subject to confirmation by two-thirds of the Senate. The person appointed to fill a vacancy shall hold office only for the balance of the unexpired term.

EC 33002

STUDENT MEMBER

Section 4.

Finalists for the student member position shall be selected and recommended to the Governor as prescribed by law.

EC 33000.5

COMPENSATION AND EXPENSES

Section 5.

Members of the Board shall receive their actual and necessary travel expenses while on official business. Each member shall also receive one hundred dollars (\$100) for each day he or she is acting in an official capacity.

EC 33006
GC 11564.5

CONFLICT OF INTEREST CODE

Section 6.

Board members shall file statements of economic interest as required by the Fair Political Practices Commission. The terms of a standard Conflict of Interest Code, adopted by the Commission and as may be amended, are incorporated by reference and constitute the Conflict of Interest Code of the Board.

2 CCR 18730
5 CCR 18600

ARTICLE IV

Officers and Duties

PRESIDENT, VICE PRESIDENT

Section 1.

Officers of the Board shall be a president and a vice president. No member may serve as both president and vice president at the same time.

Section 2.

- a. The president and vice president shall be elected annually in accordance with the procedures set forth in this section.
- b. At the January meeting, the State Superintendent of Public Instruction shall ask members to nominate individuals for the office of president. At that same meeting, the president shall ask Board members to nominate individuals for the office of vice president. Any nomination for office must be seconded. No member may nominate or second the nomination for himself or herself for either office.
- c. Six votes are necessary to elect an officer, and each officer elected shall serve for one year or until his or her successor is elected.
- d. If, in the Board's judgment, no nominee for the office of president or vice president can garner sufficient votes for election to that office at the January meeting, a motion to put the election over to a subsequent meeting is in order.
- e. Newly elected officers shall assume office immediately following the election.

- f. In the event a vacancy occurs in the office of president or vice president during a calendar year, an election shall be held at the next meeting. Any member interested in completing the one-year term of an office that has become vacant may nominate himself or herself, but each nomination requires a second.
- g. The State Superintendent of Public Instruction shall preside only during the election proceedings for the office of president and for the conduct of any other business that a majority of the Board members may direct.

EXECUTIVE OFFICER

Section 3.

The State Superintendent of Public Instruction shall be secretary and shall act as executive officer of the Board.

EC 33004

DUTIES OF THE PRESIDENT

Section 4.

The president shall:

- serve as spokesperson for the Board;
- represent the position of the Board to the State Superintendent of Public Instruction;
- appoint members to serve on committees and as liaisons, as prescribed in these Bylaws, and as may be needed in his or her judgment properly to fulfill the Board's responsibilities;
- serve as an ex officio voting member of the Screening Committee and any ad hoc committees, either by substituting for an appointed member who is not present with no change in an affected committee's quorum requirement, or by serving as an additional member with the affected committee's quorum requirement being increased if necessary;
- preside at all meetings of the Board and follow-up with the assistance of the executive director to see that agreed upon action is implemented;
- serve, as necessary, as the Board's liaison to the National Association of State Boards of Education, or designate a member to serve in his or her place;
- serve, or appoint a designee to serve, on committees or councils that may be created by statute or official order where required or where, in his or her judgment, proper carrying out of the Board's responsibility demands such service;
- keep abreast of local, state, and national issues through direct involvement in various conferences and programs dealing with such issues, and inform Board members of local, state, and national issues;
- participate in selected local, state, and national organizations, which have an impact on public education, and provide to other members, the State Superintendent, and the staff of the Department of Education the information gathered and the opinion and perspective developed as the result of such active personal participation;
- provide direction for the executive director;
- and, along with the executive director, direct staff in preparing agendas for Board meetings, in consultation with other members as permitted by law, and determine priorities for the expenditure of board travel funds.

DUTIES OF THE VICE PRESIDENT

Section 5.

The vice president shall:

- preside at Board meetings in the absence of the president;
- represent the Board at functions as designated by the president; and
- fulfill all duties of the president when he or she is unable to serve.

DUTIES OF COMMITTEE CHAIR

Section 6.

The chair of the Screening Committee or any ad hoc committee shall:

- preside at meetings of the committee he or she chairs, except that he or she shall yield the chair to another committee member in the event he or she will be absent or confronts a conflict regarding any matter coming before the committee, and may yield the chair to another committee member for personal reasons; and
- in consultation with the president, other committee members, and appropriate staff, assist in the preparation of committee agendas and coordinate and facilitate the work of the committee in furtherance of the Board's goals and objectives.

DUTIES OF LIAISON OR REPRESENTATIVE

Section 7.

A Board member appointed as a liaison or representative shall:

- serve as an informal (non-voting) link between the Board and the advisory body or agency (or function) to which he or she is appointed as liaison or representative; and
- reflect the position of the Board, if a position is known to him or her, on issues before the advisory body or agency (or within the function) to which he or she is appointed as liaison or representative and keep the Board appropriately informed.

DUTIES OF A BOARD MEMBER APPOINTED TO ANOTHER AGENCY

Section 8.

The member shall:

- to every extent possible, attend the meetings of the agency and meet all responsibilities of membership; and
- reflect through his or her participation and vote the position of the Board, if a position is known to him or her, and keep the Board informed of the agency's activities and the issues with which it is dealing.

ARTICLE V

Meetings

REGULAR MEETINGS

Section 1.

Generally, regular meetings of the Board shall be held on the Wednesday and Thursday preceding the second Friday of each of the following months: January, March, May, July, September, and November. However, in adopting a specific meeting schedule, the Board may deviate from this pattern to accommodate state holidays and special events. Other regularly noticed meetings may be called by the president for any stated purpose.

EC 33007

SPECIAL MEETINGS

Section 2.

Special meetings may be called to consider those purposes specified in law if compliance with the 10-day notice would impose a substantial hardship on the board or if immediate action is required to protect the public interest.

OPEN MEETINGS

Section 3.

- a. All meetings of the Board, except the closed sessions permitted by law, and all meetings of Board committees, to the extent required by law, shall be open and public.
- b. All meetings shall conform to the Bagley-Keene Open Meeting Act, including requirements for notices of meetings, preparation and distribution of agendas and written materials, inspection of public records, closed sessions and emergency meetings, maintenance of records, and disruption of a public meeting. Those

provisions of law which govern the conduct of meetings of the Board are hereby incorporated by reference into these Bylaws.

- c. Unless otherwise provided by law, meetings of any advisory body, committee or subcommittee thereof, created by statute or by formal action of the Board, which is required to advise or report or recommend to the Board, shall be open to the public.

GC 11120 et seq.

NOTICE OF MEETINGS

Section 4.

- a. Notice of each regular meeting shall be posted at least 10 days prior to the time of the meeting and shall include the time, date, and place of the meeting and a copy of the meeting agenda.
- b. Notice of any meeting of the Board shall be given to any person so requesting. Upon written request, individuals and organizations wishing to receive notice of meetings of the Board will be included on the mailing list for notice of regular meetings.

SPECIAL MEETINGS (ADDITIONAL PROVISIONS)

Section 5.

- a. Special meetings may be called by the president or by the secretary upon the request of any four members of the board for the purposes specified in law if compliance with the 10-day notice requirements would impose a substantial hardship on the board or if immediate action is required to protect the public interest.
- b. Notice of special meetings shall be delivered in a manner that allows it to be received by the members and by newspapers of general circulation and radio or television stations at least 48 hours before the time of the special meeting. Notice shall also be provided to all national press wire services. Notice to the general public shall be made by placing it on appropriate electronic bulletin boards if possible.
- c. Upon commencement of a special meeting, the board shall make a finding in open session that giving a 10-day notice prior to the meeting would cause a substantial hardship on the board or that immediate action is required to protect the public interest. The finding shall be adopted by a two-thirds vote of the board or a unanimous vote of those members present if less than two-thirds of the members are present at the meeting.

EC 33008

GC 11125

EMERGENCY MEETINGS

Section 5.

- a. An emergency meeting may be called by the president or by the secretary upon the request of any four members without providing the notice otherwise required in the case of a situation involving matters upon which prompt action is necessary due to the disruption or threatened disruption of public facilities and which is properly a subject of an emergency meeting in accordance with law.
- b. The existence of an emergency situation shall be determined by concurrence of six of the members during a meeting prior to an emergency meeting, or at the beginning of an emergency meeting, in accordance with law.
- c. Notice of an emergency meeting shall be provided in accordance with law.

GC 11125.5

EC 33008

EC 33010

CLOSED MEETINGS

Section 6.

Closed sessions shall be held only in accordance with law.

GC 11126

QUORUM

Section 7.

- a. The concurrence of six members of the Board shall be necessary to the validity of any of its acts.
EC 33010
- b. A quorum of any Board committee shall be a majority of its members, and a committee may recommend actions to the Board with the concurrence of a majority of a quorum.

ORDER OF BUSINESS

Section 8.

The order of business for all regular meetings of the Board shall generally be:

- Call to Order
- Salute to the Flag
- Communications
- Announcements
- Report of the State Superintendent of Public Instruction
- Special Presentations
- Agenda Items
- Adjournment

CONSENT CALENDAR

Section 9.

- a. Non-controversial matters and waiver requests meeting established guidelines may be presented to the Board on a consent calendar.
 - b. Items may be removed from the consent calendar upon the request of an individual Board member or upon the request of Department staff authorized by the State Superintendent of Public Instruction to submit items for consideration by the Board.
 - c. Items removed from the consent calendar shall be referred to a standing committee or shall be considered by the full Board at the direction of the president.
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ARTICLE VI

Committees and Representatives

SCREENING COMMITTEE

Section 1.

- a. The president shall appoint a Screening Committee composed of at least three Board members to screen and interview applicants for appointment to Board advisory bodies and other positions as necessary; participate, as directed by the president, in the selection of candidates for the position of student Board member in accordance with law; and recommend appropriate action to the Board. The president shall designate one Board member as Chair of the Screening Committee.
- b. In consultation with the chair, the president may appoint additional Board members, such as the appointed Board liaison, to serve as voting members of the Screening Committee on a temporary basis. In accordance with Section 4 of these bylaws, the president may also serve as an ex officio member of the Screening Committee. The quorum requirement shall be increased as necessary to include the total number of Board members, including temporary members, appointed to serve on the Committee for that purpose.
- c. As necessary, the chair may create an ad hoc subcommittee of the Screening Committee to assist the Screening Committee with its duties.

AD HOC COMMITTEES

Section 2.

From time to time, the president may appoint ad hoc committees for such purposes as he or she deems necessary. Ad hoc committees shall remain in existence until abolished by the president.

REPRESENTATIVES

Section 3.

From time to time, the president may assign Board members the responsibility of representing the State Board in discussions with staff (as well as with other individuals and agencies) in relation to such topics as assessment and accountability, legislation, and implementation of federal and state programs. The president may also assign Board members the responsibility of representing the Board in ceremonial activities.

ARTICLE VII

Public Hearings: General

SUBJECT OF A PUBLIC HEARING

Section 1.

- a. The Board may hold a public hearing regarding any matter pending before it after giving notice as required by law.
- b. The Board may direct that a public hearing be held before staff of the Department of Education, an advisory commission to the Board, or a standing or ad hoc committee of the Board regarding any matter which is or is likely to be pending before the Board. If the Board directs that a public hearing be held before staff, then a recording of the public hearing and a staff-prepared summary of comments received at the public hearing shall be made available in advance of the meeting at which action on the pending matter is scheduled in accordance with law.

5 CCR 18460
EC 33031
GC 11125

TIME LIMITS FOR THE PRESENTATION OF PUBLIC TESTIMONY

Section 2.

At or before a public hearing, the presiding individual shall (in keeping with any legal limitation or condition that may pertain) determine the total amount of time that will be devoted to hearing oral comments, and may determine the time to be allotted to each person or to each side of an issue.

5 CCR 18463
EC 33031

WAIVER BY PRESIDING INDIVIDUAL

Section 3.

At any time, upon a showing of good cause, the presiding individual may waive any time limitation established under Section 3 of this article.

5 CCR 18464
EC 33031

ARTICLE VIII

Public Hearings: School District Reorganization

SUBMISSION OF PROPOSALS AND PETITIONS

Section 1.

A proposal by a county committee on school district organization or other public agency, or a petition for the formation of a new district or the transfer of territory of one district to another shall be submitted to the executive officer of the Board. The executive officer of the Board shall cause the proposal or petition to be:

- reviewed and analyzed by the California Department of Education;
- set for hearing before the Board (or before staff if so directed by the Board) at the earliest practicable date; and
- transmitted together with the report and recommendation of the Department of Education to the Board (or to the staff who may be directed by the Board to conduct the hearing) and to such other persons as is required by law not later than ten days before the date of the hearing.

CCR 18570

ARGUMENTS PRESENTED AT THE PUBLIC HEARING: ORIGINAL SUBMISSION

Section 2.

At the time and place of hearing, the Board (or staff if so directed by the Board) will receive oral or written arguments on the proposal or petition. The presiding individual may limit the number of speakers on each side of the issue, limit the time permitted for the presentation of a particular view, and limit the time of the individual speakers. The presiding individual may ask that speakers not repeat arguments previously presented.

CCR 18571

RESUBMISSION OF THE SAME OR ESSENTIALLY IDENTICAL PROPOSAL OR PETITION

Section 3.

If the same or an essentially identical proposal or petition has been previously considered by the Board, the documents constituting such a resubmission shall be accompanied by a written summary of any new factual situations or facts not previously presented. In this case, any hearing shall focus on arguments not theretofore presented and hear expositions of new factual situations and of facts not previously entered into the public record.

CCR 18572

ARTICLE IX

Public Records

Public records of the Board shall be available for inspection and duplication in accordance with law, including the collection of any permissible fees for research and duplication.

GC 6250 et seq.

ARTICLE X

Parliamentary Authority

RULES OF ORDER

Section 1.

Debate and proceedings shall be conducted in accordance with Robert's Rules of Order (Newly Revised) when not in conflict with rules of the Board and other statutory requirements.

Section 2.

Members of the public or California Department of Education staff may be recognized by the president of the Board or other presiding individual, as appropriate, to speak at any meeting. Those comments shall be limited to the time determined by the president or other presiding individual. All remarks made shall be addressed to the president or other presiding individual. In order to maintain appropriate control of the meeting, the president or other presiding individual shall determine the person having the floor at any given time and, if discussion is in progress or to commence, who may participate in the discussion.

Section 3.

All speakers shall confine their remarks to the pending matter as recognized by the president or other presiding individual.

Section 4.

Public speakers shall not directly question members of the Board, the State Superintendent, or staff without express permission of the president or other presiding individual, nor shall Board members, the State Superintendent, or staff address questions directly to speakers without permission of the president or other presiding individual.

Section 5.

The Chief Counsel to the Board or the General Counsel of the California Department of Education, or a member of the Department's legal staff in the absence of the Board's Chief Counsel, will serve as parliamentarian. In the absence of legal staff, the president or other presiding individual will name a temporary replacement if necessary.

ARTICLE XI

Board Appointments

ADVISORY BODIES

Section 1.

Upon recommendation of the Screening Committee as may be necessary, the Board appoints members to the following advisory bodies for the terms indicated:

- a. Advisory Commission on Special Education. The Board appoints five of 17 members to serve four-year terms.
EC 33590
- b. Instructional Quality Commission. The Board appoints 13 of 18 members to serve four-year terms.
EC 33530
- c. Child Nutrition Advisory Council. The Board appoints 13 members, 12 to three-year terms and one student representative to a one-year term. By its own action, the Council may provide for the participation in its meetings of non-voting representatives of interest groups not otherwise represented among its members, such as school business officials and experts in the area of physical education and activity.
EC 49533
- d. Advisory Commission on Charter Schools. The Board appoints eight members to two-year terms.
EC 47634.2(b)(1)
State Board of Education Policy 01-04

OTHER APPOINTMENTS

Section 2.

On the Board's behalf, the president shall make all other appointments that are required of the Board or require Board representation, including, but not limited to: WestEd (Far West Laboratory for Educational Research and

Development), Trustees of the California State Summer School for the Arts and the California Subject Matter Projects.

SCREENING AND APPOINTMENT

Section 3.

Opportunities for appointment shall be announced and advertised as appropriate, and application materials shall be made available to those requesting them. The Screening Committee shall paper-screen all applicants, interview candidates as the Committee determines necessary, and recommend appropriate action to the Board.

ARTICLE XII

Presidential Appointments

LIAISONS

Section 1.

The president shall appoint one Board member, or more where needed, to serve as liaison(s) to:

- a. The Advisory Commission on Special Education.
- b. The Instructional Quality Commission.
- c. The Advisory Commission on Charter Schools.
- d. The National Association of State Boards of Education, if the Board participates in that organization.
- e. The Commission on Teacher Credentialing.

OTHER

Section 2.

The president shall make all other appointments that may be required of the Board or that require Board representation.

ARTICLE XIII

Amendment to the Bylaws

These Bylaws may be amended at any regular meeting of the Board, provided that the amendment has been submitted in writing to the Board and members of the public with the meeting notice.

Abbreviations

Abbreviations used in these Bylaws, citing Board authority, are:

Abbreviation	Description
CC	Constitution of the State of California
CCR	California Code of Regulations
EC	<i>California Education Code</i>
GC	<i>California Government Code</i>
CFR	Code of Federal Regulations
JPA-FWL	Joint Powers Agreement Establishing the Far West Laboratory for Educational Research and Development, originally entered into by the State Board of Education on February 11, 1966, and subsequently amended

Dates of Adoption and Amendment

Status	Date
Adopted	April 12, 1985
Amended	February 11, 1987
Amended	December 11, 1987
Amended	November 11, 1988
Amended	December 8, 1989
Amended	December 13, 1991
Amended	November 13, 1992
Amended	February 11, 1993
Amended	June 11, 1993
Amended	May 12, 1995
Amended	January 8, 1998
Amended	April 11, 2001
Amended	July 9, 2003
Amended	January 16, 2013

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

SBE Agenda for November 2014

Agenda for the California State Board of Education (SBE) meeting on November 13-14, 2014.

State Board Members

- Michael W. Kirst, President
- Ilene W. Straus, Vice President
- Sue Burr
- Carl Cohn
- Bruce Holaday
- Aida Molina
- Patricia A. Rucker
- Niki Sandoval
- Trish Williams
- Kenton Shimosaki, Student Member
- *Vacancy*

Secretary & Executive Officer

- Hon. Tom Torlakson

Executive Director

- Karen Stapf Walters

Schedule of Meeting	Location
Thursday, November 13, 2014 8:30 a.m. Pacific Time ± STATE BOARD OF EDUCATION Public Session, adjourn to Closed Session – IF NECESSARY.	California Department of Education 1430 N Street, Room 1101 Sacramento, California 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.

Schedule of Meeting	Location
Friday, November 14, 2014 8:30 a.m. Pacific Time ± STATE BOARD OF EDUCATION Public Session. The Closed Session will take place at approximately 11:30 a.m. (The Public may not attend.)	California Department of Education 1430 N Street, Room 1101 Sacramento, California 95814 916-319-0827

The Closed Session (1) may commence earlier than 11:30 a.m.; (2) may begin at or before 11:30 a.m., be recessed, and then be reconvened later in the day; or (3) may commence later than 11:30 a.m.

CLOSED SESSION AGENDA

Conference with Legal Counsel – Existing Litigation: Under *Government Code* sections 11126(e)(1) and (e)(2)(A), the State Board of Education hereby provides public notice that some or all of the pending litigation follows will be considered and acted upon in closed session:

- *California School Boards Association, et al. v. California State Board of Education and Aspire Public Schools, Inc.*, Alameda County Superior Court, Case No. 07353566, CA Ct. of Appeal, 1st Dist., Case No. A122485, CA Supreme Court, Case No. S186129
- *Cruz et al. v. State of California, State Board of Education, State Department of Education, Tom Torlakson et al.*, Alameda County Superior Court, Case No. RG14727139
- *D.J. et al. v. State of California, California Department of Education, Tom Torlakson, the State Board of Education*, Los Angeles Superior Court, Case No. BS142775.
- *Emma C., et al. v. Delaine Eastin, et al.*, USDC (No.Dist.CA), 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 and 03CS01079 and related appeal
- *F.B. et al. v. The School of Arts and Enterprise, California State Board of Education*, U.S. District Court, Central District of California, Case No. CV 14-1878
- *Graham et al. v the State Board of Education, the California Department of Education, Jack O’Connell, Fred Balcom, Tom Torlakson*, Los Angeles County Superior Court, Case No. BC482694, 2nd Dist., Case No. B245288
- *K.C. et al. v. Jack O’Connell, et al.*, U.S. District Court, Northern District of California, Case No. C054077 MMC
- *Nevada City School District and the Board of Trustees of the Nevada City School District v. California Department of Education, State Superintendent of Instruction Tom Torlakson, State Board of Education*, Nevada County Superior Court, Case No. CU14-080329
- *Opportunity for Learning – PB, LLC; Opportunities Learning – C, LLC, and Opportunities for Learning WSH, LLC*, Notice of Appeal Before the Audit Appeals Panel
- *Options for Youth, Burbank, Inc., San Gabriel, Inc. Upland, Inc. and Victor Valley*, Notice of Appeal Before the Education Audit Appeals Panel, OAH Case No. 2006100966 ; Los Angeles County Superior Court, Case No. BS 148496
- *Reed v. State of California, Los Angeles Unified School District, State Superintendent of Public Instruction, Jack O’Connell, California Department of Education, and State Board of Education, et al.*, Los Angeles County Superior Court, Case No. BC432420, CA Ct. of Appeal, 2nd Dist., Case No. B230817, CA Supreme Ct., Case No. 5191256
- *Shabazz, et al. v. Governor Edmund G. Brown Jr., California Attorney General Kamala Harris, Superintendent of Public Instruction Tom Torlakson, President California State Board of Education Dr. Michael Kirst, Does 1-50*, Alameda County Superior Court, Case No. RG12636192
- *Vergara et al. v. State of California, Governor Edmund G. Brown, Tom Torlakson, the California Department of Education, the State Board of Education*, Los Angeles County Superior Court, Case No. BC484642

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

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

ALL TIMES ARE APPROXIMATE AND ARE PROVIDED FOR CONVENIENCE ONLY

ALL ITEMS MAY BE HEARD IN A DIFFERENT ORDER THAN HOW THEY ARE LISTED ON THE AGENDA ON ANY DAY OF THE NOTICED MEETING

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Time is set aside for individuals 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 or any other individual 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 at 1430 N Street, Room 5111, Sacramento, CA 95814; by telephone at 916 319-0827; or by facsimile at 916 319-0175.

CALIFORNIA STATE BOARD OF EDUCATION

FULL BOARD AGENDA

Public Session

November 13-14, 2014

Thursday, November 13, 2014 – 8:30 a.m. Pacific Time ±

California Department of Education
1430 N Street, Room 1101
Sacramento, California 95814

- Call to Order
- Salute to the Flag
- Communications
- Announcements
- Report of the State Superintendent of Public Instruction
- Special Presentations
Public notice is hereby given that special presentations for informational purposes may take place during this session.
- Agenda Items
- Adjournment

AGENDA ITEMS

[Item 01](#) (DOC)

Subject: Update of the *History–Social Science Framework for California Public Schools: Progress of Field Review Survey*.

Type of Action: Information

[Item 02](#) (DOC)

Subject: California Assessment of Student Performance and Progress: Update on Program Activities, including Smarter Balanced, Achievement Level Setting, Technology, Science Assessment, Grade Two Diagnostic Assessments, and Alternate Field Test Development, including the National Center and State Collaborative Assessment Activities.

Type of Action: Action, Information

- [Item 02 Attachment 2](#) (PDF; 3MB)
-

[Item 03](#) (DOC)

Subject: Recommendations for the Full Implementation of Consortium Technology-Enabled Summative Assessments in 2014–15 as Required by *Education Code* Section 60648.5.

Type of Action: Action, Information

[Item 04](#) (DOC)

Subject: Test Administration and Development of the California Assessment of Student Performance and Progress System: Approval of the Release of the Request for Submissions.

Type of Action: Action, Information

[Item 05](#) (DOC)

Subject: English Language Proficiency Assessments for California: Approval of the Release of the Request for Proposals.

Type of Action: Action, Information

[Item 06](#) (DOC)

Subject: Golden State Seal Merit Diploma: Approve Changes to Eligibility Criteria.

Type of Action: Action, Information

[Item 07](#) (DOC)

Subject: State Implementation Plan for California Next Generation Science Standards for Public Schools, Kindergarten through Grade Twelve, November 2014 Revision.

Type of Action: Action, Information

- [Item 07 Attachment 1](#) (DOC; 8MB)
 - [Updated Item 07 Attachment 1](#) (PDF; **Posted** 03-Nov-2014)
The preceding link was updated to correct formatting issues only.
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PUBLIC HEARING

A Public Hearing on the following agenda item will commence no earlier than 2:00 p.m. on November 13, 2014. The Public Hearing will be held as close to 2:00 p.m. as the business of the State Board permits.

[Item 08](#) (DOC)

Subject: Petition for Establishment of a Charter School Under the Oversight of the State Board of Education: Consideration of the Rosamond Community Charter Elementary School, which was denied by the Southern Kern Unified School District and the Kern County Board of Education.

Type of Action: Action, Information, Hearing

END OF PUBLIC HEARING

[Item 09](#) (DOC)

Subject: Consideration of a Retroactive "Reasonable Basis"/Mitigating Circumstances Request for Determination of Funding as Required for Nonclassroom-based Charter Schools Pursuant to California *Education Code* Sections 47612.5 and 47634.2, and Associated *California Code of Regulations*, Title 5.

Type of Action: Action, Information

[Item 10](#) (DOC)

Subject: State Performance Plan and Annual Performance Report for Part B of the Individuals with Disabilities Education Act of 2004 covering program year 2013–14.

Type of Action: Action, Information

ADJOURNMENT OF DAY'S SESSION

FULL BOARD AGENDA Public Session

November 14, 2014

Friday, November 14, 2014 – 8:30 a.m. Pacific Time ±

California Department of Education
1430 N Street, Room 1101
Sacramento, California 95814

- Call to Order
- Salute to the Flag
- Communications
- Announcements
- Report of the State Superintendent of Public Instruction

- Special Presentations
Public notice is hereby given that special presentations for informational purposes may take place during this session.
- Agenda Items
- Adjournment

AGENDA ITEMS

[Item 11](#) (DOC)

Subject: 2015-16 State Board of Education Student Member: Recommendation of Three Finalists for Submission to the Governor for Consideration and Appointment.

Type of Action: Action, Information

[Item 12](#) (DOC)

Subject: Reports from the 2014 Student Advisory Board on Education.

Type of Action: Information

[Item 13](#) (DOC)

Subject: Local Control Funding Formula: Update on California's Local Educational Agency and School Planning and Accountability System.

Type of Action: Action, Information

- [Item 13 Attachment 3](#) (PDF)
-

[Item 14](#) (DOC)

Subject: Local Control Funding Formula Spending Requirements and Local Control and Accountability Plan – Adopt Proposed *California Code of Regulations*, Title 5, Sections 15494 -15497.5.

Type of Action: Action, Information

- [Item 14 Attachment 1](#) (DOC)
 - [Item 14 Attachment 2](#) (DOC)
 - [Item 14 Attachment 3](#) (DOC)
 - [Item 14 Attachment 4](#) (DOC)
 - [Item 14 Attachment 5](#) (PDF; 1MB)
 - [Accessible Alternative Version \(AAV\) of Item 14 Attachment 5](#)
-

[Item 15](#) (DOC)

Subject: Elementary and Secondary Education Act: Assignment of Corrective Action, Additional Fiscal Resources, and Associated Technical Assistance for Each of the Three High School Local Educational Agencies in Cohort 8 of Program Improvement Year 3 and Submission of Annual Evidence of Progress for Local Educational Agencies in Cohorts 1–8 of Program Improvement Year 3.

Type of Action: Action, Information

- [Item 15 Attachment 2](#) (XLS)
-

[Item 16](#) (DOC)

Subject: STATE BOARD PROJECTS AND PRIORITIES. Including, but not limited to, future meeting plans; agenda items; and officer nominations and/or elections; State Board appointments and direction to staff; declaratory and commendatory resolutions; Bylaw review and revision; Board policy; approval of minutes; Board liaison reports; training of Board members; and other matters of interest.

Type of Action: Action, Information

[Item 17](#) (DOC)

Subject: GENERAL 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.

Type of Action: Information

WAIVERS / ACTION AND CONSENT ITEMS

The following agenda items include waivers that are proposed for consent and those waivers scheduled for separate action because CDE staff has identified possible opposition, recommended denial, or determined present new or unusual issues that should be considered by the State Board. Waivers proposed for consent are so indicated on each waiver's agenda item, and public comment will be taken before board action on all proposed consent items; however, any board member may remove a waiver from proposed consent and the item may be heard individually. On a case-by-case basis, public testimony may be considered regarding the item, subject to the limits set by the Board President or by the President's designee; and action different from that recommended by CDE staff may be taken.

Federal Program Waiver (Carl D. Perkins Career and Technical Education Improvement Act of 2006)

[Item W-01](#) (DOC)

Subject: Request by four districts for a waiver of Section 131(c)(1) of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Public Law 109-270).

Waiver Numbers:

- El Tejon Unified School District Fed-7-2014
- Sierra Unified School District Fed-9-2014
- Warner Unified School District Fed-10-2014
- Westwood Unified School District Fed-8-2014

(Recommended for APPROVAL)

Physical Education Program (Block Schedules)

[Item W-02](#) (DOC)

Subject: Request by Folsom-Cordova Unified School District to waive portions of California *Education Code* Section 51222(a), related to the statutory minimum requirement of 400 minutes of physical education each ten school days for students in grades nine through twelve in order to implement a block schedule at Vista del Lago High School.

Waiver Number: 1-9-2014

(Recommended for APPROVAL)

Special Education Program (Educational Interpreter for Deaf and Hard of Hearing)

[Item W-03](#) (DOC)

Subject: Request by two local educational agencies to waive *California Code of Regulations*, Title 5, Section 3051.16(b)(3), the requirement that educational interpreters for deaf and hard of hearing pupils meet minimum qualifications as of July 1, 2009, to allow two educational interpreters to provide services to students until June 30, 2015, under a remediation plan to complete those minimum requirements.

Waiver Numbers:

- Hemet Unified School District 3-7-2014
- Plumas Unified School District 2-7-2014

(Recommended for APPROVAL WITH CONDITIONS)

Special Education Program (Resource Teacher Caseload)

[Item W-04](#) (DOC)

Subject: Request by Moreland School District under the authority of California *Education Code* Section 56101 and *California Code of Regulations*, Title 5, Section 3100 to waive *Education Code* Section 56362(c), allowing the caseload of the resource specialist to exceed the maximum caseload of 28 students by no more than 4 students (32 maximum). Tim Hogan assigned at Easterbrook Discovery School.

Waiver Number: 6-4-2014

(Recommended for APPROVAL WITH CONDITIONS)

State Testing Apportionment Report

[Item W-05](#) (DOC)

Subject: Request by Tamalpais Union High School District to waive the State Testing Apportionment Information Report and Certification deadline of December 31 in the *California Code of Regulations*, Title 5, sections 862(c)(2)(A), 1225(b)(2)(A) and 11517.5(b)(1)(A) for the Standardized Testing and Reporting Program, the California High School Exit Examination and the California English Language Development Test.

Waiver Number: 36-6-2014

(Recommended for APPROVAL)

Community Day Schools (CDS) (Commingle Grade Levels)

[Item W-06](#) (DOC)

Subject: Request by Chawanakee Unified School District for a renewal waiver of California *Education Code* Section 48916.1(d) and portions of *Education Code* Section 48660, relating to the allowable grade span for a community day school.

Waiver Number: 2-8-2014

(Recommended for APPROVAL WITH CONDITIONS)

Equity Length of Time (Equity Length of Time)

[Item W-07](#) (DOC)

Subject: Request by six school districts to waive California *Education Code* Section 37202, the equity length of time requirement for transitional kindergarten and kindergarten programs at the district's elementary schools.

Waiver Numbers:

- Douglas City Elementary School District 4-8-2014
- Forestville Union Elementary School District 3-8-2014
- Franklin-McKinley Elementary School District 6-7-2014
- Harmony Union Elementary School District 9-8-2014
- Hermosa Beach City Elementary School District 14-6-2014
- Rio Elementary School District 7-7-2014

(Recommended for APPROVAL WITH CONDITIONS)

Sale or Lease of Surplus Property (Sale or Lease of Surplus Property)

[Item W-08](#) (DOC)

Subject: Request by five school districts to waive California *Education Code* sections specific to statutory provisions for the sale or lease of surplus property.

Waiver Numbers:

- Alhambra Unified School District 12-8-2014
- El Segundo Unified School District 14-8-2014
- Jurupa Unified School District 5-7-2014
- Orcutt Union Elementary School District 6-8-2014
- William S. Hart Union High School District 10-8-2014

(Recommended for APPROVAL WITH CONDITIONS)

School District Reorganization (60 day Requirement to Fill Board Vacancy)

[Item W-09](#) (DOC)

Subject: Request by Inglewood Unified School District to waive portions of California *Education Code* Section 5091, which will allow the board of trustees to make a provisional appointment to a vacant board position past the 60-day statutory deadline.

Waiver Number: 13-8-2014

(Recommended for APPROVAL)

School District Reorganization (Elimination of Election Requirement)

[Item W-10](#) (DOC)

Subject: Request by Eastside Union Elementary School District to waive California *Education Code* Section 5020, and portions of sections 5019, 5021, and 5030, that require a districtwide election to establish a by-trustee-area method of election.

Waiver Number: 4-7-2014

(Recommended for APPROVAL)

Schoolsite Council Statute (Shared Schoolsite Council)

[Item W-11](#) (DOC)

Subject: Request by three local educational agencies under the authority of California *Education Code* Section 52863 for waivers of *Education Code* Section 52852, relating to schoolsite councils regarding changes in shared, composition, or shared and composition members.

Waiver Numbers:

- Claremont Unified School District 7-8-2014
- Claremont Unified School District 8-8-2014
- Sweetwater Union High School District 1-7-2014
- Tahoe-Truckee Unified School District 37-6-2014

(Recommended for APPROVAL WITH CONDITIONS)

Special Education Program (Algebra I Requirement for Graduation)

[Item W-12](#) (DOC)

Subject: Request by Los Angeles Unified School District to waive California *Education Code* Section 51224.5(b), the requirement that all students graduating in the 2014–15 school year be required to complete a course in Algebra I (or equivalent) to be given a diploma of graduation, for two special education student(s) based on *Education Code* Section 56101, the special education waiver authority.

Waiver Number: 1-8-2014

(Recommended for APPROVAL WITH CONDITIONS)

Special Education Program (Child Specific/ NPA or NPS Certification)

[Item W-13](#) (DOC)

Subject: Request by Northern Humboldt Union High School District under the authority of California *Education Code* Section 56101 to waive *Education Code* Section 56366.1(a), the requirement for state certification to allow an uncertified out-of-state nonpublic school, National Deaf Academy, located in Florida to provide services to one special education student.

Waiver Number: 8-7-2014

(Recommended for APPROVAL)

School Construction Bonds (Bond Indebtedness Limit - Non-Unified after 2000)

[Item W-14](#) (DOC)

Subject: Request by Planada Elementary School District to waive California *Education Code* sections 15102 and 15268, related to bonded indebtedness limits. Total bonded indebtedness may not exceed 1.25 percent of the taxable assessed valuation of property for elementary and high school districts. Proposition 39 of 2000 bonds limit the tax rate levy authorized in each election to \$30 per \$100,000 of assessed value for elementary and high school districts. The district is requesting 2.25 percent bonded indebtedness limit.

Waiver Number: 5-9-2014

(Recommended for APPROVAL WITH CONDITIONS)

END OF WAIVERS

[Item 18](#) (DOC)

Subject: 2015 English Language Arts/English Language Development Primary Adoption of Instructional Materials: Approval of Revised Schedule of Significant Events, Appointment of Reviewers, and Approval of Criteria Maps and Content Standards Maps.

Type of Action: Action, Information

- [Item 18 Attachment 1](#) (DOC)
 - [Item 18 Attachment 2](#) (DOC)
 - [Item 18 Attachment 3](#) (DOC)
-

[Item 19](#) (DOC)

Subject: California Assessment of Student Performance and Progress: Release of 10 Percent Withheld for 2013–14 Educational Testing Service Contract.

Type of Action: Action, Information

[Item 20](#) (DOC)

Subject: Approval of the Charter School Numbers Assigned to Newly Established Charter Schools.

Type of Action: Action, Information

[Item 21](#) (DOC)

Subject: Consideration of a Retroactive Request for Determination of Funding as Required for Nonclassroom-based Charter Schools Pursuant to California *Education Code* Sections 47612.5 and 47634.2, and Associated *California Code of Regulations*, Title 5.

Type of Action: Action, Information

[Item 22](#) (DOC)

Subject: Approval of 2014–15 Consolidated Applications.

Type of Action: Action, Information

[Item 23](#) (DOC)

Subject: Elementary and Secondary Education Act: Approval of Local Educational Agency Plans, Title I, Section 1112.

Type of Action: Action, Information

ADJOURNMENT OF MEETING

This agenda is posted on the [State Board of Education's Web site](http://www.cde.ca.gov/be/ag/) [http://www.cde.ca.gov/be/ag/]. 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; facsimile 916-319-0175. Members of the public wishing to send written comments about an agenda item to the board are encouraged to send an electronic copy to SBE@cde.ca.gov, with the item number clearly marked in the subject line. In order to ensure that comments are received by board members in advance of the meeting, please submit these and any related materials to our office by 12:00 Noon on November 7, 2014, the Friday prior to the meeting.

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



California State Board of Education

Meeting Agenda Items for November 13-14, 2014

ITEM 01



CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2014 AGENDA

SUBJECT	
Update of the <i>History–Social Science Framework for California Public Schools</i> : Progress of Field Review Survey.	<input type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing

SUMMARY OF THE ISSUE(S)

Pursuant to Senate Bill 1540 (Chapter 288, Statutes of 2012), the State Board of Education (SBE) is authorized to complete work on the updated *History–Social Science Framework for California Public Schools* (*History–Social Science Framework*) that was suspended in 2009. The field review survey that is currently underway is required by the *California Code of Regulations*, Title 5 (5 CCR), Section 9515.

RECOMMENDATION

No action recommended.

BRIEF HISTORY OF KEY ISSUES

The *History–Social Science Framework* was in the middle of a major update in July 2009 when the Legislature passed, and the Governor signed, Assembly Bill X4 2. The law suspended all work on instructional materials adoptions and curriculum framework development until July 1, 2013. The suspension was subsequently extended by SB 70 until July 1, 2015.

When the suspension took effect, the draft-updated framework had just been approved by the Curriculum Development and Supplemental Materials Commission (later renamed the Instructional Quality Commission [IQC]) for the first of two public field reviews required by the 5 CCR, Section 9515.

In 2012, SB 1540 authorized the SBE to complete work on the framework, with the stipulation that the project could only resume once the new frameworks in mathematics and English language arts were completed. The new *Mathematics Framework for California Public Schools* was adopted by the SBE at its November 2013 meeting, while the new *English Language Arts/English Language Development Framework for California Public Schools* was adopted by the SBE at its July 2014 meeting.

At its meeting on September 3, 2014, the SBE approved a revised timeline and guidelines consistent with SB 1540 and provisions of the California *Education Code* and 5 CCR that govern the framework development process. Pursuant to that timeline, at its meeting on September 17–18, 2014, the IQC approved the existing draft for the first of two 60-day field reviews with edits proposed by the California Department of Education (CDE) to reflect statutory changes since the 2009 suspension. The field review survey was posted to the CDE Web site at <http://www.cde.ca.gov/ci/hs/cf/> by September 22, 2014, and will remain open through November 25, 2014.

During the first month of the online survey, the CDE received a total of 129 public comments from 73 different submitters both through the field review survey and through a dedicated e-mail box established to receive comments on the draft framework. The survey was publicized through a letter sent to county and district superintendents and charter school administrators from the Deputy Superintendent of the Instruction and Learning Support Branch at the CDE and by a news release from the State Superintendent of Public Instruction. It was also promoted through outreach to those groups and individuals who have expressed interest in history–social science curriculum in the past. The CDE also sent hard copies of the completed draft framework to 21 Learning Resources Display Centers located across the state.

While the field review survey is underway, a group of writers affiliated with the Constitutional Rights Foundation and contracted with the Sacramento County Office of Education is working on additional edits to the framework to strengthen the coverage of civic education. Also, the original contracted writer, the California History–Social Science Project (CHSSP), who developed the 2009 draft framework, has been contacting its network of scholars to make sure that the information in the course descriptions reflects current scholarship.

Instructional Quality Commissioner Nancy McTygue, the Co-Chair of the IQC’s History–Social Science Subject Matter Committee, is also the Director of the CHSSP. She has been working on a new introduction for the framework that will highlight the instructional shifts that are part of California’s move to the Common Core State Standards. Commissioner McTygue is also working on major updates to the framework chapter on assessment that will bring that chapter in line with the information in other recent frameworks.

Once the field review survey is concluded, a survey report that includes the full text of all comments received will be forwarded to the IQC for review. The SBE will also receive copies of all public comment received prior to its action upon the framework next year. The History–Social Science Subject Matter Committee of the IQC is scheduled to meet on December 18–19, 2014, in Sacramento to review the public comment and consider edits to the draft *History–Social Science Framework*. Final SBE action on the framework is expected in May 2015, though the timeline remains flexible and that action may be postponed until September if additional time to review and respond to public comment is necessary.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

September 3, 2014: The SBE approved a revised timeline and guidelines for the framework update (Attachments 1 and 2). The SBE also requested that the CDE staff provide updates on the framework update at its November 2014 and January 2015 meetings.

November 5, 2008: The SBE appointed 20 members to the CFCC and approved guidelines for the framework update.

March 12, 2008: The SBE took action to approve the update plan, timeline, and CFCC application for the update of the *History–Social Science Framework*.

FISCAL ANALYSIS (AS APPROPRIATE)

SB 1540 provided no additional funding for the completion of the *History–Social Science Framework*. The CDE has been working with an outside writer contracted with the Sacramento County Office of Education and funded by a grant from the Bechtel Foundation to help develop proposed revisions to the framework draft that strengthen the coverage of civic education. Any such proposed revisions will be reviewed and approved in the public meetings of the IQC as noted in the schedule of events approved by the SBE (Attachment 1). The remaining work, including the two field reviews required by 5 CCR and the meetings of the IQC related to the framework, will be funded out of the existing operating budget of the CDE and IQC.

ATTACHMENT(S)

Attachment 1: Revised Timeline for Update of the *History–Social Science Framework*
(2 Pages)

Attachment 2: Revised Guidelines for the Update of the *History–Social Science Framework* (6 Pages)

Timeline for Update of the *History–Social Science Framework for California Public Schools*

Approved by the State Board of Education on March 12, 2008; Updated on November 5, 2008; Updated on September 3, 2014

Event	Schedule
Curriculum Commission takes action on update plan, timeline, and Curriculum Framework and Evaluation Criteria Committee (CFCC) application	January 24–25, 2008
State Board of Education (SBE) takes action on update plan, timeline, and CFCC application	March 12–13, 2008
Recruitment of CFCC members (at least 90 days per 5 CCR 9513)	March 20, 2008–September 3, 2008
Focus Groups held to solicit public input on the framework update <ul style="list-style-type: none"> • Bay Area • Sacramento • Los Angeles Area • San Diego Area 	May–June, 2008
Curriculum Commission reviews applications and makes recommendations on CFCC members	September 24–26, 2008
SBE action on CFCC recommendations	November 5–6, 2008
CFCC meets approximately every four weeks, for a total of five meetings to draft framework	February 5–6, 2009 March 4–5, 2009 April 2–3, 2009 April 30–May 1, 2009 June 4–5, 2009
Work on draft suspended pursuant to Assembly Bill X4 2	July 2009
Work on draft resumes pursuant to Senate Bill 1540	July 2014
Instructional Quality Commission (IQC) approves draft framework for field review	September 17–18, 2014
60-day field review of draft <i>Framework</i> (required by 5 CCR 9515)	September–November 2014
Instructional Quality Commission analyzes field review results and revises draft framework	December 2014–January 2015
Instructional Quality Commission holds hearings and takes action on draft framework/sends recommendation to the SBE	February 5–6, 2015

Event	Schedule
Required 60-day period for public review and comment on Instructional Quality Commission's recommended framework (5 CCR 9515)	February–March 2015
SBE receives Instructional Quality Commission recommendation, holds public hearing and acts on draft framework	May 2015
Document Preparation	Summer 2015
Final Publication	Winter 2015

Curriculum Framework and Evaluation Criteria Committee Guidelines for History–Social Science Framework for California Public Schools Update

Updated on September 3, 2014

The following guidelines are based on statutory requirements, information provided to the Curriculum Development and Supplemental Materials Commission (now renamed the Instructional Quality Commission [IQC]) and the State Board of Education (SBE) at their January and March 2008 meetings respectively, feedback from the four focus group meetings held in May and June 2008, and public comment. They were adopted by the SBE at its meeting on November 5, 2008.

The guidelines recommended by the Curriculum Commission and approved by the SBE directed the work of the Curriculum Framework and Evaluation Criteria Committee (CFCC) when it completed its work in February–June 2009.

1. General principles. The updated *History–Social Science Framework for California Public Schools (History–Social Science Framework)* shall:

- Retain its narrative format.
- Keep the basic overarching goals and objectives of the current *History–Social Science Framework*.
- Be aligned to the state-adopted history–social science standards adopted by the SBE in October 1998.
- Include accurate information based on current and confirmed research.
- When appropriate, follow the organization and design of other standards-based frameworks.
- Be easy to use both for teachers with educational backgrounds in history–social science, and those without such experience.
- Include information that supports the development of academic vocabulary.
- Be accessible and inclusive to all students.
- Promote the values of civic engagement and civic responsibility.
- The *History–Social Science Framework* should address the “big picture” by taking a look at global perspectives at particular eras in time (using broad, synthetic statements).

- Align to the Literacy Standards for History–Social Studies within the *California Common Core State Standards for English Language Arts and Literacy in History–Social Studies, Science, and Technical Subjects*, as appropriate.

2. Develop a new chapter on assessments, including information on entry-level/diagnostic, progress monitoring, and summative assessments, that inform teachers on how to use assessments to shape instruction.

The chapter should include the following information:

- Assessments should be based on multiple measures of student ability, and include a variety of techniques for various learning styles and levels of readiness.
- Guidance for teachers on how to use assessment data.
- The latest scholarly research on effective assessment strategies.
- Suggestions for performance assessments and other creative ways of assessing student mastery of the material.
- Examples of effective assessments and rubrics.
- Assessments should test student mastery of higher-order thinking skills, not just recitation of specific facts. The Historical and Social Sciences Analysis Skills should be an integral part of any assessment system.

3. Develop a new chapter on universal access, which includes strategies for differentiating instruction to meet the needs of all students, including English language learners, students with disabilities, and advanced students. This chapter should support teachers in providing standards-aligned instruction to all learners to close the achievement gap.

- This chapter should include the following information:
- Suggestions for making academic vocabulary accessible to all students.
- Provide specific models of differentiating instruction.
- Provide specific support strategies for:
 - English language learners.
 - Advanced learners.
 - Students with disabilities.
 - Students with reading skills below grade level.
- Provide support for teachers in meeting the needs of students with diverse cultural and educational backgrounds.

4. Develop a new chapter on instructional strategies and professional development, to provide guidance to both new and experienced teachers of history–social science.

This new chapter should include the following information:

- Promote instructional strategies based on current and confirmed research that support student engagement in the history–social science curriculum.
 - Provide support for the use of technology in the history–social science classroom.
 - Provide examples of different methods of instruction.
 - Provide support for a collaborative teaching model that encourages teachers to work with colleagues across subjects and grade levels.
 - Provide resources on professional development opportunities.
 - Provide information for district administrators to support the history–social science curriculum and instruction.
 - Provide strategies for instruction that incorporate the history–social science analysis skills.
5. **Update the narrative to reflect current and confirmed scholarly research in history–social science, and changes in California, the United States, and the world since the last edition of the *History–Social Science Framework* was published.**
6. **Update the narrative to improve the inclusivity of the *History–Social Science Framework*, and to reflect the contributions of all groups to the history of California and United States.**

Examples:

- Include information about the *Mendez v. Westminster* court case, and its significance in the history of school desegregation.
 - Insert a reference to Sikhism in the course description for the ninth-grade elective “World Religions.”
7. **Update the current appendices to reflect new scholarship and new emphases in history–social science education.**

- Either remove Appendix A (“Nationalism, Free Markets, and Democracy in the Contemporary World”), and integrate this material into the tenth-grade narrative, or update with more relevant contemporary examples.
- Update and integrate the content of Appendix D (“The World History Sequence at Grades Six, Seven, and Ten: Content, Breadth/Depth, and Coverage Issues with Some Local Options”) into the narrative of the *History–Social Science Framework*.
- Remove Appendix E (“Examples of Careers in History–Social Science”) and incorporate information about the relevance of history–social science education to career paths into the narrative of the *History–Social Science Framework*.
- Update Appendix F (“Using Primary Sources in the Study of History”) and include information about the use of primary sources in all grades, including elementary.
- Remove Appendix G (“Bowling Alone: America’s Declining Social Capital”).
- Revise Appendix H (“History–Social Science and Service Learning”) or replace it with a broader emphasis on civic education throughout the *History–Social Science Framework*.
- Consider adding new appendices based on the following:
 - The Environmental Principles and Concepts developed as part of the Education and the Environment Initiative
 - The Partnership for 21st Century Skills, and issues of technology in history education in general (*This issue was addressed in the body of the framework.*)

8. Statutory Requirements

The *History–Social Science Framework* update must reflect changes in statute affecting the history–social science curriculum that have been enacted since the last revision of the *History–Social Science Framework*, in addition to continuing statutes. These statutes specifically require that certain topics be referenced in the *History–Social Science Framework*. These include, but are not necessarily limited to, the following topics:

- Financial literacy, including, but not limited to, budgeting and managing credit, student loans, consumer debt, and identity theft security (*Education Code [EC] Section 51284*)
- The Great Irish Famine of 1845–1850 (*EC Section 51226.3*)

- Cesar Chavez and the history of the farm labor movement, and the role of immigrants, including Filipino Americans, in that movement (*EC Section 51008*)
- Inclusion of the Declaration of Independence, the United States Constitution, the Federalist Papers, the Emancipation Proclamation, the Gettysburg Address, George Washington's Farewell Address, the Magna Carta, the Articles of Confederation, and the California Constitution (*EC Section 33540*)
- Encourage instruction that promotes an understanding of the governments of California and the United States of America, including, but not limited to, the development of democracy and the history of the development of the United States Constitution (*EC Section 33540*)
- Description of how content can be delivered to intentionally build all of the following skills:
 1. Creativity and innovation, including, but not limited to, thinking creatively, working creatively with others, and implementing innovations
 2. Critical thinking and problem solving, including, but not limited to, reasoning effectively, using systems thinking, making judgments and decisions, and solving problems
 3. Collaboration, including, but not limited to, working effectively in diverse teams, adapting to change and being flexible, demonstrating initiative and self-direction, working independently, demonstrating productivity and accountability, and demonstrating leadership and responsibility
 4. Communication, including, but not limited to, communicating clearly and effectively through reading, writing, and speaking
 5. Construction and exploration of new understandings of knowledge through the integration of content from one subject area to another to provide pupils with multiple modes for demonstrating innovative learning (*EC 60207*)
- The Environmental Principles and Concepts developed by the California Environmental Protection Agency and adopted by the SBE (*Public Resources Code Section 71301*)

The Commission and the SBE directs the CFCC to incorporate into the evaluation criteria, for kindergarten through grade eight, the following topics that are referenced in code that are required to be included in instructional materials. These topics include:

- Information to guide the selection of textbooks that contain sections that highlight the life and contributions of Cesar Chavez, the history of the farm labor movement in the United States, and the role of immigrants, including Filipino Americans, in that movement (*EC Section 51008*)
- Portrayal of the contributions of both genders, diverse ethnic and cultural groups, lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and the role of entrepreneur and labor in the development of California and the United States (*EC Section 60040*)
- Humanity's place in ecological systems and the necessity for protection of our environment (*EC Section 60041*, and *Public Resources Code Section 71301*)
- Civics education, including material that impresses upon students the importance of American values and civic responsibilities (*EC Section 60200.5*)
- The life of Martin Luther King, Jr. (*EC Section 60200.6*)

The Commission and the SBE recommend that the CFCC incorporate the following areas of study that are encouraged within code. These include:

- The Mexican Repatriation Program (Senate Concurrent Resolution 58, Chapter 128, Statutes of 2007)
- Labor History Week (*EC Section 51009*)
- Understanding the wise use of natural resources (*EC Section 51221*)
- Instruction on World War II, the Korean War, and the Vietnam War that incorporates oral or video history of American soldiers, and instruction on the Bracero program that incorporates oral or video histories of individuals who were involved in that program (*EC Section 51221.3*)
- Instruction on the "Secret War" in Laos and the role of Southeast Asians in that war that includes personal testimony and oral/video histories. (*EC Section 51221.4*)
- Materials and content resources for teaching about civil rights, human rights violations, slavery, and the Holocaust (*EC Section 51226.3*)
- The federal Constitution Day requirement (118 Stat. 2809, 3344-45)



California State Board of Education
Meeting Agenda Items for November 13-14, 2014

ITEM 02



CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2014 AGENDA

SUBJECT	
California Assessment of Student Performance and Progress: Update on Program Activities, including Smarter Balanced, Achievement Level Setting, Technology, Science Assessment, Grade Two Diagnostic Assessments, and Alternate Field Test Development, including the National Center and State Collaborative Assessment Activities.	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing

SUMMARY OF THE ISSUE(S)

This item reflects the collaboration of the Assessment Development and Administration Division (ADAD), the Educational Data Management Division (EDMD), and the Special Education Division (SED) of the California Department of Education (CDE).

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes Smarter Balanced computer-based assessments that are aligned with the Common Core State Standards (CCSS), specified state-developed paper-pencil assessments that were previously administered through the Standardized Testing and Reporting (STAR) Program, and new assessments to be recommended by the CDE with stakeholder input and approved by the State Board of Education (SBE).

This item provides an update on the following topics: (1) the status and progress of Smarter Balanced activities; (2) the list of approved diagnostic assessments in English-language arts (ELA) and mathematics for students in grade two; (3) the science assessment stakeholder meetings and proposed science assessment timeline; and (4) the status of the National Center and State Collaborative (NCSC) Phase II Pilot, and the development of an alternate field test for spring 2015. Within the Smarter Balanced update, the item covers the launch and demonstration of the Smarter Balanced Digital Library, the progress on the setting of achievement levels, the report on the number of districts and schools requesting paper-pencil versions of the spring 2015 Smarter Balanced Summative Assessments, in addition to the number of braille test requests, and the status of the Broadband Infrastructure Improvement Grant (BIIG) to support technology infrastructure.

Smarter Balanced Update

Digital Library

The Smarter Balanced Digital Library is an online warehouse that includes tools and resources designed to support teachers in the use of classroom-based formative assessment practices. After a summer-long preview, the Digital Library became operational on October 1, 2014. It currently contains over 1,600 resources for consortium teachers, kindergarten through grade twelve (K-12), in all content areas. Diane Hernandez, Director of the Assessment Development and Administration Division, will provide an overview of the user registration process and a brief demonstration of the Digital Library.

Achievement Level Setting

The CDE recruited participants for the Achievement Level Setting Panels for the Smarter Balanced Assessments in May 2014. Activities began October 5–17, 2014, when Online Panels reviewed test items ordered by difficulty. The In-Person Panel was conducted from October 13–17 to continue the review of test items. Both panels made recommendations for achievement level setting for the Smarter Balanced Summative Assessments. Selected nominees from the In-Person Panels were chosen to participate in the Vertical Articulation Committee to review findings from these two panels and then forward final recommendations for review and approval by the State Chiefs and State Superintendents of governing states. A vote will be conducted on November 6, 2014, to establish the achievement levels for Smarter Balanced Summative Assessments (i.e., ELA and mathematics) to indicate progress toward college and career readiness.

An update on the outcome of the November 6, 2014 achievement level setting vote and next steps will be provided verbally at the SBE meeting.

Paper-Based Assessment Materials

California *Education Code (EC)* Section 60640(e) requires the state superintendent to make available a paper-pencil version of any computer-based CAASPP assessment for use by students who are unable to access the computer-based version of the assessment for a maximum of three years after a new operational test is first administered. Requests for paper-pencil versions of the spring 2015 Smarter Balanced Summative Assessments will be collected by the CDE. Requests will be received for the Smarter Balanced Summative Assessments paper-based materials, and for students requiring braille tests with no access to an embosser or a refreshable braille device.

Technology Update

As part of Senate Bill (SB) 852, the Broadband Infrastructure Improvement Grants (BIIG) was announced in August and the initial School Site Eligibility List (SSEL) was released in September 2014. Local educational agencies (LEAs) that were not included in the initial SSEL were provided an opportunity during the month of September to self-nominate. The BIIG funding opportunity is being administered by the K–12 High Speed Network (K12HSN), in consultation with the CDE and the SBE.

A review of the eligible sites began in October and will conclude in December, when funding is expected to be released to the sites with the greatest technology needs. First priority for critical need grants will go to LEAs that are unable to administer computer-based assessments on site.

Another requirement of Senate Bill (SB) 852 is to provide a Statewide Network Connectivity Report regarding the state of Internet connectivity for K–12 schools. In addition to existing survey results related to technology readiness for computer-based assessments, data for the connectivity report will be collected through surveys from a representative sample of 800 schools (e.g., Very Small: <100; Small: 100-1000; Medium 1000-2000, Large: 2000+ students).

Surveys will be administered by a County Office of Education employee either in person or by phone to be completed by the school principal and/or technical leader at each site. In addition, profiles will be written for schools that have adequate connectivity and use high-speed broadband to support teaching, learning and assessment. An overview of profiles will also be developed for schools that have inadequate connectivity to support online assessments, teaching and learning. The Statewide Network Connectivity Report is due to the Department of Finance (DOF), Legislative Analyst's Office, and the Legislature by March 1, 2015.

General information about BIIG, the status of the schools being considered for the BIIG process, and Statewide Network Connectivity Report are available on the K12HSN Senate Bill 852 Web Page at <http://www.k12hsn.org/sb852/>.

List of Approved Diagnostic Assessments in ELA and Mathematics for Students in Grade Two

Pursuant to *EC* Section 60644, the CAASPP Office conducted a review of grade two diagnostic materials aligned with the CCSS in ELA and mathematics on October 15 and 16. Grade two teachers from around the state joined the CDE to review 17 submissions for ELA and 13 submissions for mathematics. After a review for the alignment, validity, and reliability requirements as stated in law, a total of 21 submissions moved forward for further review (11 submissions for ELA and 10 for mathematics). A report of these activities was provided to the SBE in an October 2014 Memorandum (<http://www.cde.ca.gov/be/pn/im/documents/memo-dsib-adad-oct14item03.doc>). A list of approved materials for grade two diagnostic assessments in ELA and mathematics is available on the CDE Testing Web page at <http://www.cde.ca.gov/ta/>, along with the criteria for the selection of approved materials.

Science Assessment Stakeholder Meetings

In July 2014, the CDE, in collaboration with the current CAASPP testing contractor, convened 2 two-day meetings in Sacramento, California to obtain input from California science education stakeholders regarding the development of new science assessments aligned with the California Next Generation Science Standards (CA NGSS). As a follow-up to the stakeholder meetings, an online survey was sent out in August through various professional and community organizations. The main goal of the

online survey was to provide the general public, who could not attend the meetings, an opportunity to provide individual input for the development of California science assessments aligned with the CA NGSS.

On September 4, 2013, the SBE adopted the *Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve* as required by EC Section 60605.85. EC Section 60640(b)(2)(B) also requires the Superintendent to consult with stakeholders regarding the grade level and type of tests to be utilized for science assessments. The recommendations must include cost estimates and a plan for implementation.

The findings from these stakeholder meetings and survey indicate that respondents showed a preference for computer-based assessments, specifically computer-adaptive testing for providing potentially shorter tests and more precise scores. To best assess the three dimensions of the CA NGSS: (1) scientific and engineering practices; (2) crosscutting concepts across all domains of science; and (3) disciplinary core ideas. Performance-based tasks with limited use of multiple-choice items were favored, with an emphasis on items that require more than only a memorization of facts. Following these meetings, a proposed timeline for the implementation of science assessments was developed and is provided in Attachment 1. The complete report, including procedures and results, is provided in Attachment 2.

NCSC Phase II Pilot Update

The purpose of the NCSC Phase II Pilot is to: (1) conduct further item tryouts; (2) field test new items; (3) field test writing items with participating eligible students in the sample; and (4) test the online delivery platform. California participated in the NCSC Phase I pilot in the spring of 2014.

On September 5, 2014, the Test Administration Manual and the Test Administration Portal (TAP) User's Guide were made available on the NCSC test contractor's Web site. The TAP is used to access online test materials for delivering the assessment to eligible students. On September 15–26, the LEA Test Administrators completed the Learner Characteristics Inventory (LCI) for each student to be tested. The LCI denotes what accommodations are to be used as well as other student-specific information. These student-level data were used by the NCSC test contractor to assign test forms for either reading and mathematics or ELA (reading and writing).

Test administration training modules were made available on September 29, 2014. Test administration training continues through the end of the test window.

The NCSC Phase II Pilot assessment window opened on October 20 and closes on Friday, November 14, 2014. In order to identify LEAs interested in participating in the NCSC Phase II Pilot, an e-mail survey of all CAASPP Test Coordinators was conducted in addition to a call campaign to all LEAs that participated in the Phase I Pilot and the 25 largest districts in California. In all, over 80 of these LEAs intend to participate. The interested LEAs and their eligible students were registered by the CDE in the NCSC system for the fall pilot test in September 2014.

The CDE will provide the SBE with an update on the preliminary results from the NCSC Phase II Pilot upon their release.

Spring 2015 Alternate Field Test in ELA and Mathematics

The CDE, with its current test contractor, is in the process of developing field test items for eligible students with significant cognitive disabilities. The test will be designed with three tiers of difficulty to provide LEAs with options for testing their students who have significant cognitive disabilities and an individualized education program (IEP). The test items will be aligned with the CCSS in grades three through eight and grade eleven. A computer-based administration shall afford all eligible students an opportunity to attempt varying item types, and assist in the future development of an adaptive assessment. Eligible students in grades five, eight, and ten will continue to take the California Alternate Performance Assessment in Science.

RECOMMENDATION

The CDE recommends that the SBE take action as deemed necessary and appropriate. No specific action is recommended at this time.

BRIEF HISTORY OF KEY ISSUES

California Assessment of Student Performance and Progress

Per California *EC* Section 60640, the CAASPP System succeeded the STAR Program on January 1, 2014. The new statewide assessment system has been designed to support the full implementation of CCSS.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In September 2014, the CDE provided the SBE with an update on CAASPP activities, including the Smarter Balanced Field Test administration focus groups and post-test survey, science assessment stakeholder meetings, and alternate assessment activities. (<http://www.cde.ca.gov/be/ag/ag/yr14/documents/sep14item03.doc>)

In July 2014, the CDE provided the SBE with an update on CAASPP activities, details of the Smarter Balanced Field Test, results of the mid-test survey, planning of the post-test survey and focus group meetings, and future outreach activities for the 2015 Smarter Balanced operational assessments. (<http://www.cde.ca.gov/be/ag/ag/yr14/documents/jul14item22.doc>)

In July 2014, the SBE approved Amendment #12 to the current CAASPP contract with Educational Testing Service (ETS) and directed CDE and SBE staff to work with ETS in the modification of the scope of work, timeline, and budget for the 2014–15 administration of the CAASPP System. The previous contract end date was December 31, 2014 for the completion of the 2013–14 test administration. Amendment #12 added

overlapping scope of work tasks, increased the budget, and extended the contract end date to December 31, 2015.

(<http://www.cde.ca.gov/be/ag/ag/yr14/documents/jul14item05.doc>)

In March 2014, the CDE provided the SBE with an update on CAASPP activities, outreach efforts to prepare LEAs for the Smarter Balanced Field Test, the Smarter Balanced Digital Library, spring 2014 Smarter Balanced Field Test, NCSC activities, and planning of the science assessment stakeholder meetings.

(<http://www.cde.ca.gov/be/ag/ag/yr14/documents/mar14item14.doc>)

In January 2014, the CDE provided the SBE with an update on statewide assessment transition activities, including the establishment of the CAASPP System, the spring 2014 Smarter Balanced Field Test preparation activities, information about the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines*, the CDE and ETS training modules for California LEAs, and a CAASPP technology update.

(<http://www.cde.ca.gov/be/ag/ag/yr14/documents/jan14item04.doc>)

In November 2013, the CDE provided the SBE with highlights of Assembly Bill 484, information on the availability of the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines*, an update on the Technology Readiness Tool, an update on changes to the new registration system with the California Longitudinal Pupil Achievement Data System, and an update on collaboration activities of the CDE and the K12HSN. (<http://www.cde.ca.gov/be/ag/ag/yr13/documents/nov13item08.doc>)

In September 2013, the CDE presented information to the SBE on Smarter Balanced assessment development activities, including legislative developments, findings from the CDE Technology Preparedness Survey, a report on research regarding the costs of statewide student testing, research regarding computer-based versus paper-based testing, an update on the draft *Usability, Accessibility, and Accommodations Guidelines*, development activities for the spring 2014 Smarter Balanced Field Test, and a comparison of costs for the development and administration of the ELA and mathematics portions of the STAR Program and the Smarter Balanced assessment system. (<http://www.cde.ca.gov/be/ag/ag/yr13/documents/sep13item03.doc>)

FISCAL ANALYSIS (AS APPROPRIATE)

Funding for the CAASPP System is included in the Governor's 2014–15 Budget Act for contract costs as approved by the SBE, contingent upon DOF review of the related contract, during contract negotiations, prior to its execution.

The 2014-15 Budget Act includes a total of \$89,081,000 for contracts related to the CAASPP System. This includes \$9.55 million for consortium-managed services for the CAASPP System, specific to the Smarter Balanced assessments to be provided by the University of California, Los Angeles, National Center for Research on Evaluation Standards and Student Testing (CRESST) and \$200,000 for the first six months of a separate contract to provide an independent evaluation of the CAASPP System. The remaining \$73,231,000 is available to fund contract activities for the 2014–15 test administration and \$6 million for the development of specified new CAASPP

assessments per SBE actions as part of the current contract amendment. The final budget for this contract amendment is to be negotiated and approved by the CDE, SBE, and DOF.

ATTACHMENT(S)

Attachment 1: California Assessment of Student Performance and Progress
Science Assessments Implementation Timeline (1 page)

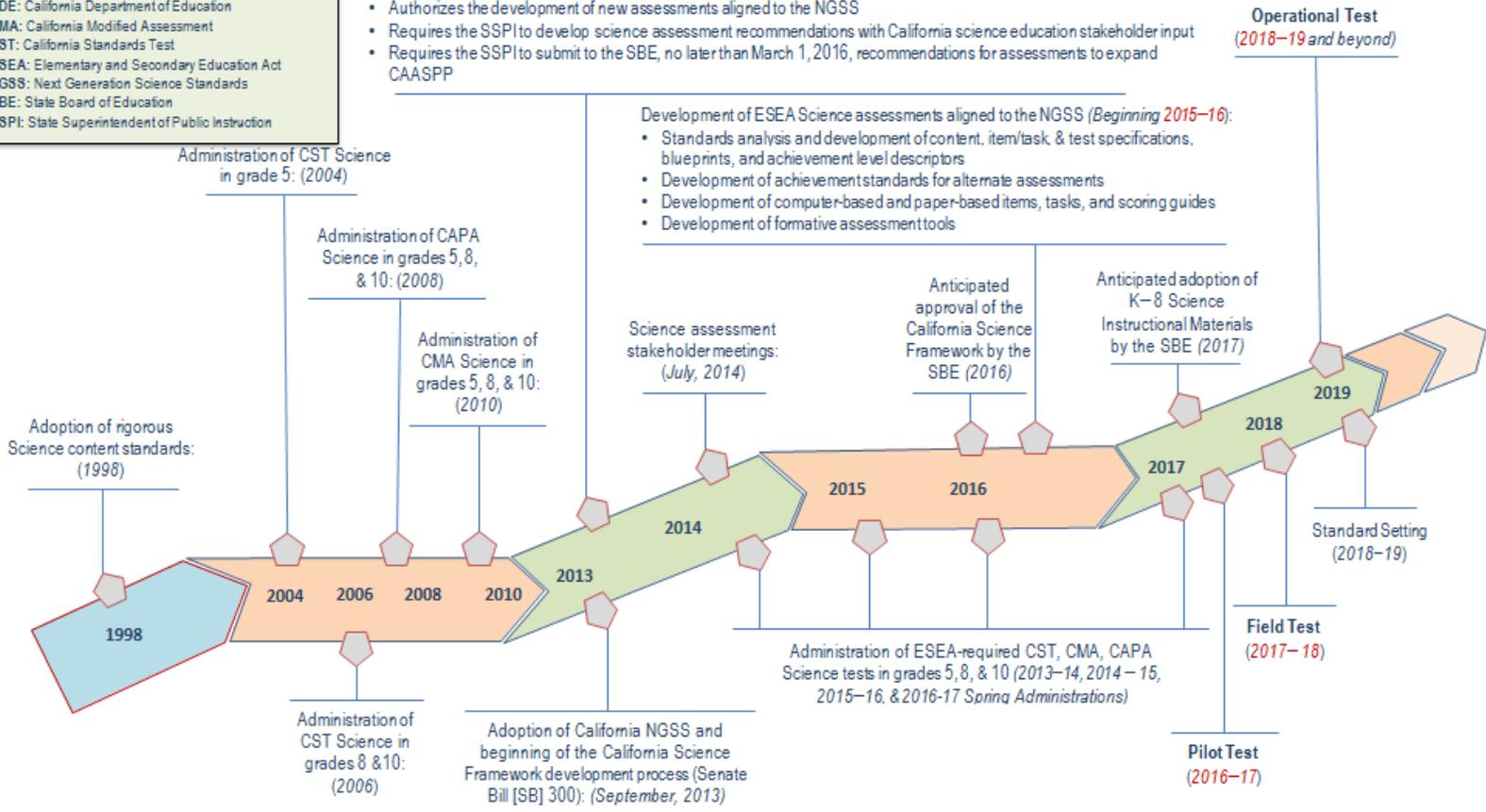
Attachment 2: Initial Science Stakeholder Meetings and Online Survey Report
(129 pages)

Proposed California Assessment of Student Performance and Progress Science Assessments Implementation Timeline

Key:
 CAASPP: California Assessment of Student Performance and Progress
 CAPA: California Alternate Performance Assessment
 CDE: California Department of Education
 CMA: California Modified Assessment
 CST: California Standards Test
 ESEA: Elementary and Secondary Education Act
 NGSS: Next Generation Science Standards
 SBE: State Board of Education
 SSI: State Superintendent of Public Instruction

Assembly Bill (AB) 484 signed into law (2013):

- Establishes CAASPP System to replace the Standardized Testing and Reporting (STAR) Program
- Takes effect in January, 2014
- Eliminates all science tests, except for the ESEA-required tests (CST, CMA, CAPA in grades 5, 8, & 10)
- Authorizes the development of new assessments aligned to the NGSS
- Requires the SSI to develop science assessment recommendations with California science education stakeholder input
- Requires the SSI to submit to the SBE, no later than March 1, 2016, recommendations for assessments to expand CAASPP





Initial Science Stakeholder Meetings and Online Survey Report

Contract #5417

Initial report on the 2014 CAASPP Science Stakeholder Meetings and online survey regarding recommendations for the new California science assessment aligned to the Next Generation Science Standards.

*Prepared for the California Department of Education by
Educational Testing Service*

Final Presented October 17, 2014



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Section 1: Executive Summary

1A. Overview and Background

California *Education Code (EC)* Section 60640 set forth the requirement that the State Superintendent of Public Instruction (SSPI) provide the Legislature with recommendations, including the grade level, content, type of assessment, and a timeline for implementation, for the development of an assessment aligned to the Next Generation Science Standards (NGSS) adopted pursuant to *EC* Section 60605.85. In developing the recommendations, the SSPI was required to consult with specific science stakeholders and consider the inclusion of a variety of specific features in the new science assessment system.

In two meetings hosted on behalf of the California Department of Education (CDE) and conducted by Educational Testing Service (ETS) in Sacramento, California, from July 15–18, 2014, 130 science stakeholders from across California provided input regarding what a new California science assessment system aligned to the NGSS should look like. Additionally, an online survey was administered in August 2014 to meeting participants, applicants who did not attend the meetings, and stakeholder organizations. This report summarizes the results from these meetings and the survey.

Section 2 of this report provides background on the NGSS and related state legislation and federal requirements that led to these stakeholder meetings. Section 3 outlines the overall meeting design methodologies used, including the participant recruiting process that was undertaken and the participation targets and final counts for various stakeholder groups. The recommendations and rationales for each stakeholder group regarding the assessments needed to meet the requirements of California *EC* Section 60640(b) are described in Section 4. Section 5 provides recommendations and rationales for each stakeholder group regarding additional assessments beyond those recommended for *EC* Section 60640(b). Overall summaries of the groups' recommendations are presented in Section 6. Section 7 provides the results from the online survey, and Section 8 synthesizes the individual recommendations collected in the survey and the stakeholder group recommendations collected at the in-person meetings.

1B. Findings

For the federally mandated (Elementary and Secondary Education Act [ESEA]) testing in science for the three grade spans—grades three to five, six to nine, and ten to twelve—meeting groups and survey respondents most frequently recommended grade levels of five, eight, and eleven within each grade span, respectively.

In general, stakeholder groups at the meetings and individual survey respondents both preferred computer-delivered assessments over paper-pencil tests. Specifically, the meeting groups showed a strong preference for computer-adaptive testing for providing potentially shorter tests and more precise scores. To best assess the three dimensions of the NGSS—science and engineering practices, crosscutting concepts, and disciplinary core ideas—meeting groups generally favored performance-based “hands-on” and “virtual” tasks with limited use of discrete multiple-choice items. Survey respondents also expressed an interest in such performance-based tasks and de-emphasized including items that only require memorization of facts.

Overall, California science stakeholder meeting groups and individual survey respondents often expressed similar preferences for a new California science assessment system. In addition, the meeting discussions and survey respondent rationales typically touched on several of the same underlying reasons for particular preferences. Given that only 18 percent (74 out of 422) of the survey respondents also attended one of the meetings, the common recommendations from these two events are not simply due to shared experiences but, rather, reflect the primary considerations and values of a large portion of the California science stakeholder community.

Appendixes in this report contain the following:

- Appendix A List of stakeholder organizations that were contacted to recruit meeting participants
- Appendix B Transcript of the online science stakeholder application for meeting participation
- Appendix C List of recommendations from meeting participants that were beyond the scope of the meetings
- Appendix D PowerPoint slides presented at the general session of each meeting
- Appendix E PowerPoint slides and handouts presented in each group session
- Appendix F Group discussion questions
- Appendix G Documents describing the NGSS architecture
- Appendix H Acronyms, initialisms, and definitions of terms
- Appendix I Transcript of the online survey
- Appendix J Summaries of responses to Part 1 of the online survey for all grade levels
- Appendix K Summary of Science Stakeholder Meeting evaluations submitted by meeting participants
- Appendix L Codes describing online survey responses

Section 2: Introduction and Background

2A. Historical Context of the Next Generation Science Standards (NGSS)

Development and Adoption

The adoption of the NGSS in California was preceded by several important development phases at both the national and state levels. Figure 2.1 (Pruitt, 2013) illustrates a brief overview of the NGSS development at the national level, which began when 26 states and the National Research Council (NRC) worked with Achieve, Inc., to develop the NGSS.¹ It shows the historical development of NGSS and the founding research conducted by NRC and America's Lab Report.

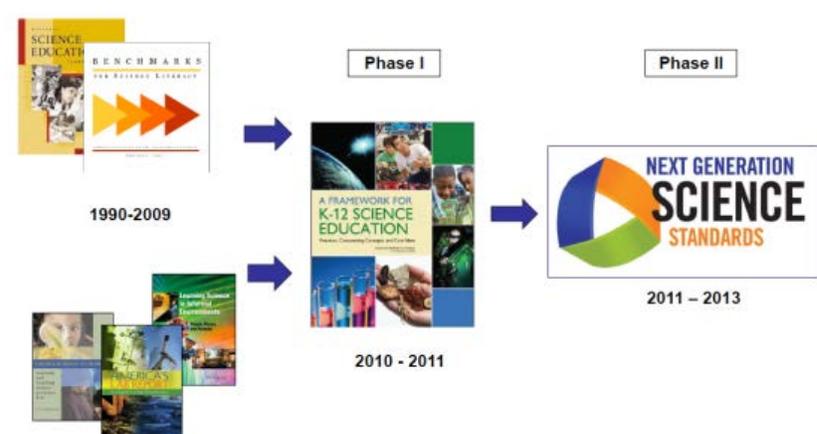


Figure 2.1 Development of the NGSS: Building on the Past; Preparing for the Future

California participated in the national development of the NGSS via the involvement of 80 members of the Strategic Leadership Team (SLT). The final public review of the NGSS occurred in January 2013, and a final version was released in April 2013. One of the SEP's roles was to review the NGSS and feedback from public forums and surveys on the NGSS, including the thousands of comments submitted to Achieve during the reviews of the draft versions of national NGSS.

Following release of the final version of NGSS, the state initiated the process of its adaptation for use in California by selecting 27 Science Expert Panel (SEP) members. This panel's members included K–12 teachers, County Office of Education science leaders, institution of higher education faculty, business and industry professionals, informal science center staff, and science advisors. The SEP provided recommendations for modifications of the NGSS to the State Superintendent of Public Instruction (SSPI). Based on California public feedback, the SEP made the following adaptations:

¹ Achieve is an independent, nonpartisan, nonprofit education reform organization dedicated to working with states to raise academic standards and graduation requirements, improve assessments, and strengthen accountability. Achieve managed the process of writing the NGSS (NGSS, 2014).

- Modification of performance expectations (PEs) clarification statements (For details about specific modifications, see <http://www.cde.ca.gov/pd/ca/sc/ngssstandards.asp>.)
- Reorganization of the NGSS structure
- Development and application of criteria to redesign PEs and Learning Progression for the middle grades
- Current development of implementation recommendations for the California NGSS

California adopted the California NGSS on September 4, 2013 (California Department of Education, 2013).

For more information about the development process, refer to item 9 on the CDE’s NGSS Frequently Asked Questions Web page at <http://www.cde.ca.gov/pd/ca/sc/ngssfaq.asp#e9>.

2B. NGSS Architecture

The NGSS are structured to emphasize the intertwining nature of three dimensions—science and engineering practices, crosscutting concepts, and disciplinary core ideas—and are written as performance expectations. The NGSS require contextual application of the three dimensions by students, with a focus on how and why, as well as what. For instance, the National Science Teachers Association describes the NGSS as follows:

NGSS differs [sic] from prior science standards in that they integrate three dimensions (science and engineering practices, disciplinary core ideas, and crosscutting concepts) into a single performance expectation and have intentional connections between performance expectations. The system architecture of [the] NGSS highlights the performance expectations as well as each of the three integral dimensions and connections to other grade [spans] and subjects. The architecture involves a table with three main sections.

A performance expectation describes what students should be able to do at the end of instruction and incorporates a practice, a disciplinary core idea, and a crosscutting concept from the foundation box. Performance expectations are intended to guide the development of assessments. Groupings of performance expectations do not imply a preferred ordering for instruction—nor should all performance expectations under one topic necessarily be taught in one course.

During instruction, teachers will need to have students use multiple practices to help students understand the core ideas. Most topical groupings of performance expectations emphasize only a few practices or crosscutting concepts; however, all are emphasized within a grade band. (Willard, 2013)

Please see the embedded PDF resources and Figure G.1 in Appendix G for further description of the NGSS architecture.

2C. Legislation

AB 484, chaptered into California *EC* Section 60640(b), establishes the California Assessment of Student Performance and Progress (CAASPP), commencing with the 2013–14 school year, as the statewide assessment program for specified pupils. *EC* Section 60640(b) addresses components that impact science assessment, including assessments beyond the 2013–

14 school year, assessment development, assessments needed to meet the requirements of the federal ESEA, and additional (non-ESEA) assessments that are aligned to the NGSS.

EC Section 60640(b) also provides direction to the State Board of Education (SBE), the SSPI, and the CDE on the administration and transition of California's assessment system to the CAASPP System. In addition, *EC* Section 60640(b) outlines the assessments that are to be part of CAASPP—some of which were used previously as part of the Standardized Testing and Reporting (STAR) Program—and suspends non-ESEA tests.

The stakeholder meetings held from July 15–18, 2014, were necessitated by California legislation meant to address aspects of the Transition and Implementation phases² of NGSS assessments. *EC* Section 60640 outlines the requirements regarding: (1) the development and implementation of grade-level statewide science assessments aligned to the newly adopted NGSS; and (2) the expansion of science assessments to augment these grade-level tests. Senate Bill 300, chaptered into *EC* Section 60640(2)(B), permits the development of a new science curriculum framework based on the NGSS with anticipated adoption of this framework in 2016.

Aspects Related to Development of California Science Assessments

Testing After the 2013–14 School Year:

In accordance with *EC* Section 60640(b)(2)(A), until a successor assessment aligned to the NGSS is developed and implemented, the California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for science in grades five, eight, and ten (Life Science [LS]) will be administered. End-of-course (EOC) CSTs in Biology, Chemistry, Physics, and Integrated Science 1–4 will continue to be available for purchase through ETS, but are not ESEA-required (*EC* Section 60640[d]).

Meeting Requirements of the Federal ESEA:

In accordance with *EC* Section 60640(b)(2)(B), in order to meet federal ESEA requirements, stakeholders were asked to make recommendations regarding what type of assessments should be developed to align to the California NGSS. Stakeholders were also asked to recommend what science content should be assessed and the grade levels at which the assessment should be administered. See Section 4 for summaries of recommendations by participants at the Science Stakeholder Meetings to the CDE. (See Section 7 for summaries of survey respondents' recommendations on ESEA science testing.)

Assessing Beyond Federal ESEA Requirements:

EC Section 60640(c) allows for the expansion of the CAASPP to include additional (non-ESEA) assessments for grade levels K–12 that are aligned to the NGSS and beyond the scope of those assessments specified in *EC* Section 60640(b). Stakeholders were asked to make recommendations for additional assessments, while also considering assessments that are already being administered or planned based on *EC* Section 60640(b) and the use of consortium-developed assessments. See Sections 5 and 6 for summaries of recommendations by participants at the Science Stakeholder Meetings to the CDE. (See Section 7 for summaries of survey respondents' recommendations on non-ESEA science testing.)

² See question 26 on the CDE's NGSS Frequently Asked Questions Web page at <http://www.cde.ca.gov/pd/ca/sc/ngssfaq.asp#e26> for more information about NGSS implementation phases.

Section 3: Methodology

3A. Stakeholder Recruiting Processes

EC Section 60640(b) requires the SSPI to consult with stakeholders in developing recommendations for science assessments aligned to the NGSS. ETS, in collaboration with the CDE, recruited stakeholders representative of California’s diverse population. A complete list of organizations contacted by ETS to recruit participants can be found in Appendix A.

Table 3.1 shows the target stakeholder representation, by percentage of the total, of each meeting. The target representation guided the participant recruitment and selection processes:

Table 3.1 Target Representation of Stakeholder Groups

Percent	Stakeholder Group
50%	California K–12 science teachers and administrators
10%	Experts in assessing English learners (ELs)
10%	Experts in assessing students with disabilities
10%	Parents/guardians
10%	Higher education experts
10%	Other professionals (i.e., scientists, researchers, business professionals)

To recruit meeting participants, ETS distributed an online application to the aforementioned stakeholder groups and to local educational agencies (LEAs). A transcript of the application can be found in Appendix B. Representatives of the organizations and LEAs circulated the application, and interested individuals applied to participate in a meeting. Each application was carefully considered and reviewed by the CDE and ETS. Selection of the participants was based on an applicant’s relevant experience, expertise, and representation of the specific demographics and/or stakeholder group. Table 3.2 shows the counts of meeting participants representing particular groups.

Table 3.2 Stakeholder Groups Represented at the Meetings

Stakeholder	Number of Participants	
	Meeting 1 (July 15–16)	Meeting 2 (July 17–18)
K–12 administrators	6	4
K–5 teachers	12	12
Middle school teachers	11	11
High school teachers	11	12
Experts in assessing ELs	4	6
Experts in assessing students with disabilities	6	6
Parents/Guardians	4	5
Higher education experts	4	5
Other professionals <i>(i.e., scientists, researchers, business professionals)</i>	6	5
Total	64	66

The 130 participants at the meetings represented the following organizational affiliations; note that participants represented more organizations than those initially sought out for recruitment and that are listed in Appendix A.

- Academy of Nutrition and Dietetics (AND), formerly American Dietetic Association (ADA)
- American Association for the Advancement of Science (AAAS)
- American Association of Diabetes Educators (AADE)
- American Association of Physics Teachers (AAPT)
- American Chemical Society (ACS)
- American Public Health Association (APHA)
- American School Counselor Association (ACSA)
- Association for Science Teacher Education (ASTE)
- Association for Supervision and Curriculum Development (ASCD)
- Bechtel
- California Association for the Gifted (CAG)
- California Association of Bilingual Educators (CABE)
- California Association of Resource Specialists (CARS+)
- California Department of Education (CDE)
- California Educational Research Association (CERA)
- California English Language Development Test (CELDT) District and Site Coordinators
- California Science Project (CSP)
- California Science Teacher Association (CSTA)
- Chevron
- Computer-Using Educators (CUE)
- Curriculum and Instruction Steering Committee (CISC)
- Global Legislators Organization for a Balanced Environment (GLOBE)
- Monterey Bay Aquarium Educator Programs
- National Association for Research in Science Teaching (NARST)
- National Association of Biology Teachers (NABT)
- National Association of Geoscience Teachers (NAGT)
- National Board Certified Teachers (NBCT)
- National Commission for Health Education Credentialing (NCHEC)
- National Earth Science Teachers Association (NESTA)
- National Middle Level Science Teachers Association (NMLSTA)
- National Science Teachers Association (NSTA)
- Parent Teacher Association (PTA)
- Project Lead the Way (PLTW)
- San Diego Science Alliance (SDSA)
- San Diego Science Educators Association (SDSEA)
- Science Expert Panel (SEP)
- Southern California Association of Science Specialists (SCAS²)
- Special Education Local Plan Area (SELPA)
- Technical Advisory Group (TAG)
- Technology and Telecommunications Steering Committee (TTSC)

3B. Meeting Processes

Introduction

The task of science stakeholders invited to the meetings was to provide input on the shape and form of new California science assessments aligned to the NGSS. The meetings were open for public observation. Participants provided input through in-depth group discussions on different aspects of new science assessments, including but not limited to, assessments mandated by federal or state laws and regulations.

Prior to the Meetings

After the list of meeting participants was finalized, each participant was assigned to one of two sessions and within each session, to a room that adhered to the desired makeup of each stakeholder group shown in Table 3.1. Each room was then divided into two heterogeneous small groups proportionate to the makeup of the room. The hierarchy for each session is shown in Figure 3.1.

Prior to the meetings, stakeholders were instructed to watch a recorded Webcast that provided an overview of the NGSS. The Webcast included background information on the NGSS, assessment design, and information and guiding questions based on legislative requirements of *EC* Sections 60640(a)(1)(B) and 60640(c) to assist in the development of ideas and recommendations.

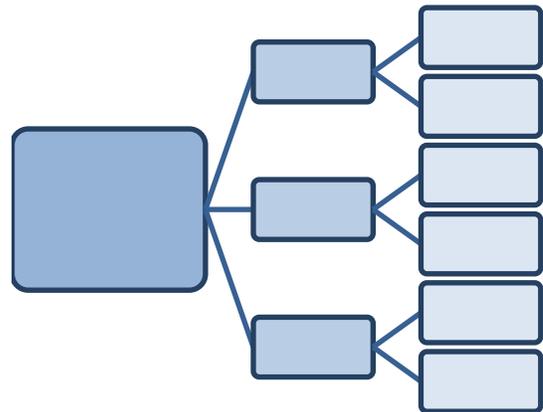


Figure 3.1 Stakeholder Meeting Hierarchy

Orientation materials and discussion guidelines were developed for the meetings. Six facilitators were identified and trained on the NGSS and the goals of the stakeholder meetings.

Contractor staffing at the meetings included the following roles:

- Lead facilitator for the general session: Introduced the subject matter and meeting goals
- Assessment Development experts: Subject matter experts; facilitated group discussions and also provided guidance, answered questions, and redirected discussions as needed
- Measurement experts: Copresented in the general session and provided psychometric guidance
- Program managers: Provided general and logistical oversight, liaised between client representatives and ETS experts, and provided general oversight of proceedings
- Note-takers: Took notes on the main conversation points for groups and any feedback from the CDE and ETS
- On-site logistics coordinator: Prepared the meeting space; provided participants with supplies and expense reimbursement information

General Session

Each meeting began with a general session, during which participants were given information about factors affecting the implementation of the NGSS in California, related legislation, and meeting goals and logistics. This presentation, found in the PDF embedded in Appendix D, also included the following meeting-specific topics:

- Overview of Previous Systems
- Legislation
- NGSS
- Science Assessments for California NGSS
- Special Studies

Group Sessions

After the conclusion of the general session, stakeholders were divided into three rooms, each of which was then subdivided into two groups for a total of six groups at each meeting.

Facilitator Protocols:

Each room had two facilitators, one for each group, who asked stakeholders entering the room to choose a group. The participants were, in some cases, asked to move to a new group to balance the stakeholder representation in each group. Facilitators then presented a PowerPoint presentation that reviewed main topics from the general session in the context of the discussion questions. A PDF of the room-level presentation is found in Appendix E.

After the presentation, facilitators gave the groups several explanatory publications (see PDFs in Appendix E) and a list of discussion questions (included in Appendix F) meant to stimulate discussion among and elicit recommendations from the stakeholders. At this point, each group was asked by the lead facilitator to pick a scribe to record the major topics of discussion and recommendations of the entire group using the discussion questions handout as a guide.

Facilitators were available during stakeholder discussions to answer questions and redirect the conversation as needed, with the intent of securing feedback for each of the discussion questions. Facilitators were responsible for ensuring that all stakeholders had ample opportunity to contribute feedback.

Facilitators instructed the groups to try to reach a majority consensus for each recommendation to a discussion question. Each group provided notes of the conversations and recommendations for each discussion question that were recorded by one or two stakeholders (in each group) who volunteered to be the group's scribe; some individuals also provided their own notes. If a majority consensus was not possible, facilitators asked the scribe of the group to write down the main recommendations and rationales, along with any information pertinent as to why consensus could not be reached among the group. Any issues raised by stakeholders that were outside the scope of the group discussions were recorded by the room's facilitators until CDE staff were available to respond directly to the group. CDE staff were available to answer any policy-related questions; they were not direct participants in the group discussions. A measurement expert was also available in each room to answer questions on psychometric issues.

Documenting the Meeting

The general session and group sessions were recorded via audio and by in-person note-takers (one per room). The notes from each group's scribe, facilitator, and note-taker were used to clarify the stakeholders' recommendations during discussions held at the end of each group session and to support the recommendations recorded by facilitators. Results were tabulated at the group level, relying on any majority consensus that was recorded by the scribe for each group. Recommendations and prevailing rationales from each group can be found in Sections 4 and 5; summarized recommendations are found in Section 6.

3C. Stakeholders

The meetings involved the following stakeholders outlined in *EC* Section 60640(b):

- California science teachers
- Individuals with expertise in assessing ELs
- Individuals with expertise in assessing students with disabilities
- Parents/Guardians
- Measurement experts

California K–12 administrators, higher education experts, scientists, researchers, engineers, and business professionals were also invited to participate in the meetings.

Appendix A lists the organizations that were contacted to recruit participants. The list of organizations represented is on page 7. Table 3.2 lists the number and types of stakeholders represented at each meeting.

3D. Methods Used to Analyze the Data

The purpose of these meetings was to gather input from groups of stakeholders from different educational, industry, and business organizations—see Appendix A for list of organizations contacted for participant recruitment, and see the list on page 7 for the organizations that were represented at the meetings. Representatives from these stakeholder groups collaborated in making recommendations for each of the guiding questions given to them by room facilitators (see Appendix F for guiding questions). Stakeholders were informed at the meetings that they would have an opportunity to give their own, individual opinions in an online survey, and later received invitations to participate in this online survey. See Section 7 for survey results.

ETS staff then analyzed the summaries of the major discussion points of the stakeholders using these resources: systematically taken group notes, including the group scribe's notes and individual stakeholders' notes; and notes from the room's note-takers that addressed both common themes and the majority and minority opinions of stakeholders. After the meeting, ETS staff also replayed and summarized audio recordings in an outline format. These outlines were used in sections 4 and 5 to summarize both the major points discussed by stakeholders and group notes from each session of the stakeholder meetings. These summaries are a preliminary indication of the participants' recommendations and rationales.

Section 4: Discussion and Feedback Pursuant to Education Code (EC) 60640(b)

Participants were subdivided into 12 groups, each with 10–12 stakeholders, to discuss the assessments needed to meet the requirements of EC Section 60640(b). Table 6.2 in Section 6B contains data for recommendations in the following areas:

Grade levels (GL)	<p>EC Section 60640(b) grade spans:</p> <ul style="list-style-type: none"> • Elementary School—three to five • Middle School (MS)—six to nine • High School (HS)—ten to twelve <p>EC Section 60649(c) grade spans:</p> <ul style="list-style-type: none"> • Kindergarten to twelve
Assessed Performance Expectations	<ul style="list-style-type: none"> • Grade-level-specific performance expectations (grade 3, grade 4, etc.) • MS performance expectations • HS performance expectations • End-of-course (EOC) • End-of-year (EOY) • Life Science (LS)
Options	<ul style="list-style-type: none"> • Paper-pencil (P/P) • Computer-based testing (CBT) • Computer-adaptive testing (CAT) • Multistage CAT (MSg CAT)
Item types and development	<ul style="list-style-type: none"> • Technology-enhanced (TE) • Locally scored performance-based task (PT) • Portfolio • Consortium-developed • Item bank (IB) • Varied
Assessment types	<ul style="list-style-type: none"> • Formative (F) • Interim (I) • Summative (S)

Note that the terms “EOC” and “EOY” were used by participants in their recommendations. An EOC assessment is based on the idea that grade-level instruction in science may be course-specific and an assessment such as the CST for Chemistry may be administered near or at the completion of the course. These courses may span all or part of a school year.

An EOY assessment is based on the idea that grade-level instruction in science may be more of an integration of science domains as described by the NGSS, and as such, an assessment may be administered near or at the end of the year.

The subsections of Section 4 summarize both the major discussion points and group notes from each session of the stakeholder meetings. Notes addressed both common themes and minority opinions of meeting participants.

Table 4.1 through Table 4.8 provide the meeting dates, room number, and designations of groups. Table 4.1 through Table 4.6 also provide recommendations and rationales for grade levels or content area (by performance expectations). Table 4.7 and Table 4.8 provide recommendations and rationales for the assessment options. The information in the tables is organized horizontally.

4A. Grade Level

Grade Span Three to Five, Inclusive

A concern expressed by all groups was whether or not science is consistently taught prior to grade five. Current fifth-grade teachers noted that many of their students seem unprepared for science learning when they begin the school year, and question how well prepared the new fifth graders are. Other considerations and concerns included:

- Student literacy at lower grades
- Teachers at lower grades dedicating more time to English–language arts (ELA) and mathematics than science concepts
- Teachers at lower grades who are generalists rather than subject-specific experts

Table 4.1 summarizes stakeholder recommendations about the grade level for the ESEA-mandated test for grade span three to five, including the prevailing rationale for each group’s recommendation.

Table 4.1 Summary of Stakeholder Recommendations for Grade Level, Grade Span Three to Five

Meeting Dates	Room	Group	Recommended Grade(s)	Rationale
7/15–7/16	1	A	5	<ul style="list-style-type: none"> • Assessment earlier than grade five is more of a reading test. • At this age, students are mature enough to provide arguments about evidence.
		B	5	<ul style="list-style-type: none"> • The test should be a culminating assessment for elementary school science.
	2	C	3	<ul style="list-style-type: none"> • The test should be administered in the third grade to promote early emphasis on science education.
		D	4	<ul style="list-style-type: none"> • The test should be administered in the fourth grade to emphasize need for science education to begin before fifth grade.
	3	E	5	<ul style="list-style-type: none"> • A test of the end-of-elementary-school span allows assessment of full range of performance expectations.
		F	3	<ul style="list-style-type: none"> • The test can be used as a system that measures learning progression of students over time.

Meeting Dates	Room	Group	Recommended Grade(s)	Rationale
7/17–7/18	1	A	3 and 5	<ul style="list-style-type: none"> The test can be used to demonstrate and assess growth of students.
		B	3 and 5	<ul style="list-style-type: none"> The test can show science learning progressions and emphasize early start to science education.
	2	C	4 or 5	<ul style="list-style-type: none"> The test should be administered in the fourth grade to emphasize early start to science education. The test should be administered in the fifth grade because this grade is at the end of the elementary school span and allows the best opportunity to expand on the performance expectations.
		D	5	<ul style="list-style-type: none"> The test should be administered in the fifth grade to allow time for emphasis of all performance expectations in the curriculum.
	3	E	5	<ul style="list-style-type: none"> Since big ideas are emphasized each year, a culminating assessment of all elementary grades maximizes the depth of each performance expectation.
		F	5	<ul style="list-style-type: none"> A test in the fifth grade allows for most exposure to elementary performance expectations, including as a culmination of all elementary grades.

Most discussions about the content area assessed for ESEA-mandated tests in grades three through five focused on the fact that, at those levels, the NGSS are set as grade specific rather than in spans like middle school.

There was significant discussion about covering crosscutting concepts and whether or not it is fair to fifth-grade students and teachers to have a test covering material taught in previous grades. Stakeholders referenced experience with the current assessment system in which students are assessed at grade five over both grade four and grade five standards. There was significant group discussion (but no clear consensus) for three of the groups about how they felt, that the fifth-grade science teachers were being held accountable for the content that students should have received in fourth grade and desired an assessment system that promotes early science education and grade-level responsibility for instruction. Because NGSS performance expectations at elementary grades, through grade five, are organized at grade level, stakeholders were concerned that an assessment at grade five would mirror their current experience with instruction at lower grade levels. Despite the concern expressed in the discussion, several of these groups went on to recommend that a grade five test could serve as a culminating assessment of elementary school science instruction for all grades, three through five.

Table 4.2 summarizes stakeholder recommendations on the content area for an ESEA-mandated test for grade span three to five, including the prevailing rationale for each group's recommendation.

Table 4.2 Summary of Stakeholder Recommendations for Content Area, Grade Span Three to Five

Meeting Dates	Room	Group	Performance Expectations	Rationale
7/15–7/16	1	A	Grade 5	<ul style="list-style-type: none"> The test should be administered in the fifth grade to allow students to demonstrate mastery of performance expectations (PEs) for all grades.
		B	Grades 3–5	<ul style="list-style-type: none"> An assessment for elementary school should include PEs from a span of grade levels.
	2	C	Grade 3	<ul style="list-style-type: none"> Grade-level PEs are built on previous expectations, so grade-level-specific performance expectations taught should be the PEs assessed.
		D	Grades 3–4	<ul style="list-style-type: none"> PEs for both grades three and four should be covered to emphasize need for science at lower grades.
	3	E	Grades 3–5	<ul style="list-style-type: none"> The test should assess all learning through elementary school grades.
		F	Grades 3–5	<ul style="list-style-type: none"> The test should cover the span of PEs to assess learning progressions.
7/17–7/18	1	A	Grade 3 and Grade 5	<ul style="list-style-type: none"> The test should emphasize crosscutting concepts throughout all grades, applying knowledge in practical application within and outside of science in a manner that emphasizes problem-solving and decision-making. Practical application of knowledge and skills is more important than any specific content.
		B	Grade 3 and Grade 5	<ul style="list-style-type: none"> The test should assess PEs through the grade level to emphasize early science education and demonstrate growth.
	2	C	Grades 3–4 or Grades 3–5	<ul style="list-style-type: none"> The test should assess what is taught up to each grade-level assessment.
		D	Grades 3–5	<ul style="list-style-type: none"> If you assess spiral performance expectations across administrations, then students will be allowed time to develop skills.
	3	E	Grades 3–5	<ul style="list-style-type: none"> The test should assess all PEs.
		F	Grades 3–5	<ul style="list-style-type: none"> The test should assess all PEs.

Grade Span Six to Nine, Inclusive

There was agreement among participants that it would be beneficial to have a test at the end of middle school, to both provide information about progress thus far and provide direction for high school science course selection. While grade nine was considered middle school for purposes of this discussion, teachers noted that middle school typically ends in eighth grade and that should be the cutoff for consideration of ESEA requirements.

Table 4.3 summarizes stakeholder recommendations about the grade level for the ESEA-mandated test for grade span six to nine, including the prevailing rationale for each group’s recommendation.

Table 4.3 Summary of Stakeholder Recommendations for Grade Level, Grade Span Six to Nine

Meeting Dates	Room	Group	Recommended Grade(s)	Rationale
7/15–7/16	1	A	8	<ul style="list-style-type: none"> The test should be an assessment of middle school science that provides direction for student science pathway in high school.
		B	8	<ul style="list-style-type: none"> The test should assess all middle school science performance expectations (PEs).
	2	C	6	<ul style="list-style-type: none"> The test should promote an early emphasis on science education and provide a benchmark for growth during elementary grades.
		D	8	<ul style="list-style-type: none"> The test should assess all middle school science PEs.
	3	E	8	<ul style="list-style-type: none"> The test should assess all middle school science PEs.
		F	6	<ul style="list-style-type: none"> The test should be used as a system that measures learning progression of students over time.
7/17–7/18	1	A	8	<ul style="list-style-type: none"> The test should assess all content from middle school science PEs.
		B	8	<ul style="list-style-type: none"> The test should assess all middle school science PEs.
		C	8	<ul style="list-style-type: none"> The test should assess all middle school science PEs.
	2	D	8	<ul style="list-style-type: none"> A test at grade eight is appropriate to cover all levels. The test should be designed in a way to hold lower grades accountable for instruction.
		E	8	<ul style="list-style-type: none"> The test should assess all middle school science PEs.
	3	F	8	<ul style="list-style-type: none"> The test should address large ideas from year to year by the end of grade eight.

Groups had differing opinions of the value of an assessment that covers all material at the six to eight grade span. While some felt such an assessment would provide valuable information about student growth and science literacy, others felt it was unnecessary and potentially unfair to students and teachers to test students on material introduced at earlier grades even though the curriculum is spanned.

Table 4.4 summarizes stakeholder recommendations about the content area for the ESEA mandated test for grade span six to nine, including the prevailing rationale for each group's recommendation. In this case, because the NGSS has no specific performance expectations per grade in middle school, stakeholders did not recommend performance expectations by grade level. Instead, the assumption was that the assessment would cover all middle school performance expectations.

Table 4.4 Summary of Stakeholder Recommendations for Content Area, Grade Span Six to Nine

Meeting Dates	Room	Group	Performance Expectations	Rationale
7/15–7/16	1	A	Middle School (MS)	<ul style="list-style-type: none"> The test should incorporate all middle school science performance expectations (PEs) and crosscutting concepts.
		B	MS	<ul style="list-style-type: none"> The test should cover PEs regardless of integrated or sequential curriculum.
	2	C	End-of-Year (EOY)	<ul style="list-style-type: none"> The test should reflect content taught during the academic year.
		D	MS	<ul style="list-style-type: none"> The test should incorporate all middle school science PEs.
	3	F	Grades 3–5 or EOY	<ul style="list-style-type: none"> The test should incorporate all middle school science PEs.
				<ul style="list-style-type: none"> A grade five test should be used against a grade three benchmark to determine student growth in science knowledge. The group was split between assessing PEs from elementary school grade band on a sixth grade assessment or a grade-level assessment over annual instruction at grade six.
7/17–7/18	1	A	MS	<ul style="list-style-type: none"> The test should emphasize crosscutting concepts throughout all grades; practical application is more important than any specific content.
		B	MS	<ul style="list-style-type: none"> The test should allow similar assessment of PEs regardless of varying middle school course/curriculum options.
	2	C	MS	<ul style="list-style-type: none"> The test should assess end-of-middle-school science PEs.
		D	MS	<ul style="list-style-type: none"> The test should assess end-of-middle-school science PEs.
	3	E	MS	<ul style="list-style-type: none"> The test should assess all middle school science PEs.
		F	MS	<ul style="list-style-type: none"> The test should assess all middle school science PEs.

Grade Span Ten to Twelve, Inclusive

The subject of when to test at high school elicited the greatest discussion among participants. A number of factors were considered, including:

- Some schools do not mandate science courses until tenth grade.
- Only two years of science are required for graduation in California high schools.
- There are heavy testing burdens at eleventh grade for students taking the California High School Exit Examination, Advanced Placement (AP) tests, and SATs.
- Motivating twelfth graders to try their hardest on a test that will have no impact on them will be difficult.

Table 4.5 summarizes stakeholder recommendations about the grade level for the ESEA-mandated test for grade span ten to twelve, including the prevailing rationale for each group’s recommendation.

Table 4.5 Summary of Stakeholder Recommendations for Grade Level, Grade Span Ten to Twelve

Meeting Dates	Room	Group	Recommended Grade(s)	Rationale
7/15–7/16	1	A	11	<ul style="list-style-type: none"> An eleventh grade test provides the opportunity to assess three years of science, but it should emphasize Life Science performance expectations (PEs).
		B	10 or 11	<ul style="list-style-type: none"> The test should be administered in the tenth grade to avoid testing overload at grade eleven. The test should be administered in the eleventh grade to provide an opportunity for students to gain three years of high school science instruction prior to testing.
	2	C	10	<ul style="list-style-type: none"> The test should be a culminating assessment of high school science, but avoid testing during the Smarter Balanced administration year.
		D	11	<ul style="list-style-type: none"> The test should be administered in grade eleven because students are likely to be finished with science instruction.
	3	E	11	<ul style="list-style-type: none"> The test should be an assessment of assess all high school science PEs.
		F	11	<ul style="list-style-type: none"> A test in grade eleven allows for the varied start of high school science instruction (grade nine or grade ten), and emphasizes a push for three years of science instruction.
7/17–7/18	1	A	10	<ul style="list-style-type: none"> The test should be administered in grade ten, because most students will complete the two years of science requirements by grade ten.
		B	12	<ul style="list-style-type: none"> A test in grade twelve provides students with an opportunity to complete several years of high school science instruction and avoid additional testing at grade eleven.
	2	C	10 or 11	<ul style="list-style-type: none"> All students will fit most LEA course designs, whether students complete required science courses by grade ten or grade eleven as designated by their LEA. The group was split between testing at grade ten or grade eleven because of the variances that exist among LEAs.
		D	11	<ul style="list-style-type: none"> A test should be administered in grade eleven, because students are likely to be finished with science instruction.

Meeting Dates	Room	Group	Recommended Grade(s)	Rationale
7/17–7/18 (cont.)	3	E	11	<ul style="list-style-type: none"> A test should be administered in grade eleven, covering all PEs. This will give students the opportunity to complete three years of science.
		F	10 or 11	<ul style="list-style-type: none"> A test in tenth grade will mirror a majority of current course designs. A test in eleventh grade will allow for three years of science before assessment of all high school science PEs.

There was little agreement among stakeholders about what content should be tested. Some groups supported an emphasis on crosscutting concepts and practices, while others felt that course-specific content was more appropriate depending upon the grade assessed (e.g., Life Science at grade ten).

Table 4.6 summarizes stakeholder recommendations about the content area for the ESEA-mandated test for grade span ten to twelve, including the prevailing rationale for each group’s recommendation.

Table 4.6 Summary of Stakeholder Recommendations for Content Area, Grade Span Ten to Twelve

Meeting Dates	Room	Group	Performance Expectations	Rationale
7/15–7/16	1	A	High School (HS)	<ul style="list-style-type: none"> The test should emphasize crosscutting concepts throughout all grades; practical application is more important than any specific content.
		B	Life Science or HS	<ul style="list-style-type: none"> The test should be focused on Life Science if given at grade ten because of a lack of opportunity to take three years of high school science before the assessment.
	2	C	End-of-Course (EOC)	<ul style="list-style-type: none"> The test should contain content appropriate to year of instruction.
		D	HS	<ul style="list-style-type: none"> The test should incorporate all high school science performance expectations (PEs).
7/17–7/18	3	E	HS	<ul style="list-style-type: none"> The test should incorporate all high school science PEs.
		F	HS	<ul style="list-style-type: none"> The NGSS demand assessment of all science PEs.
	1	A	EOC	<ul style="list-style-type: none"> The test should emphasize crosscutting concepts throughout all grades; practical application is more important than any specific content.
		B	HS	<ul style="list-style-type: none"> The test should assess all high school science PEs.
	2	C	HS	<ul style="list-style-type: none"> The test should assess all high school science PEs.
		D	HS	<ul style="list-style-type: none"> The test should assess all high school science PEs.
3	E	EOC or HS	<ul style="list-style-type: none"> The test should focus on course instruction; if there is emphasis on three years of science, then all high school science PEs could be assessed. 	
	F	HS	<ul style="list-style-type: none"> The test should focus on practices and concepts rather than core ideas. 	

Note: The term “EOC” was used by participants in their recommendations. An EOC assessment is based on the idea that grade-level instruction in science may be course-specific and an assessment such as the CST for Chemistry may be administered near or at the completion of the course. These courses may span all or part of a school year.

4B. Type of Assessment

Participants were enthusiastic about online assessments, although there was disagreement about the viability of computer-adaptive testing (CAT). While many educators liked the idea of CAT for California students, others felt that given the costs it would be impractical to administer at all grades and they would prefer less expensive computer-based testing (CBT) if that meant they could test at more grades beyond those that are federally mandated. There was some support for non-computer performance-based tasks, described as hands-on tasks that could be scored by raters. These tasks were recommended to be standardized and materials provided through the assessment system.

Despite fruitful discussions about the value of formative versus summative assessments, all groups ultimately recommended summative assessments. These were seen as providing more useful feedback at the LEA level or above. They also recommended that a formative item bank aligned to the NGSS would be a valuable tool for teachers and students.

For All Grade Spans

Table 4.7 summarizes stakeholder recommendations at the group level on the assessment options for the ESEA-mandated tests.

Table 4.7 Summary of Stakeholder Recommendations for Assessment Options, ESEA-mandated Tests, All Grade Spans

Meeting Dates	Room	Group	Assessment Options
7/15–7/16	1	A	computer-based testing (CBT)
		B	computer-adaptive testing (CAT)
	2	C	multistage (MSg) CAT
		D	CAT
	3	E	CAT
		F	CBT, CAT, and PT
7/17–7/18	1	A	CAT
		B	CAT
	2	C	MSg CAT
		D	CAT
	3	E	CAT and PT
		F	CAT and PT

Table 4.8 summarizes stakeholder recommendations at the group level on the assessment type for the ESEA-mandated tests.

Table 4.8 Summary of Stakeholder Recommendations for Assessment Types, ESEA-mandated Tests

Meeting Dates	Room	Group	Assessment Options
7/15–7/16	1	A	Summative
		B	Summative
	2	C	Summative
		D	Summative
	3	E	Summative
		F	Summative
7/17–7/18	1	A	Summative
		B	Summative
	2	C	Summative
		D	Summative
	3	E	Summative
		F	Summative

Section 5: Discussion and Feedback Pursuant to EC Section 60640(c)

The subsections of Section 5 expand on the major discussion points and group notes from each session of the stakeholder meetings regarding additional assessments beyond those recommended for EC Section 60640(b). Notes addressed both common themes and minority opinions of meeting participants and/or groups.

Table 5.1 through Table 5.8 provide the meeting dates, room number, and designations of groups. Table 5.1 through Table 5.6 also provide recommendations and rationales for grade levels or content area (by performance expectations). Table 5.7 and Table 5.8 provide recommendations and rationales for the assessment options. The information in the tables is organized horizontally.

5A. Grade Levels

Grade Span Kindergarten to Grade Five

Many participants were concerned that science is not actively being taught in elementary school grades and felt that earlier assessments would remedy that. A variety of annual assessment types, developed either at the LEA level or as part of a statewide assessment system, were discussed as valuable tools for teachers to determine progress and identify areas for specific focus, including formative, summative, and interim assessments. A large portion of the groups also recommended a state-developed item bank that could be used by LEAs to generate benchmark or unit assessments at the classroom level.

Table 5.1 summarizes stakeholder recommendations about the grade level for the non-ESEA-mandated tests for grade span three to five, including the prevailing rationale for each group's recommendation.

Table 5.1 Summary of Stakeholder Recommendations for Grade Level of Non-ESEA-mandated Tests, Grade Span Three to Five

Meeting Dates	Room	Group	Recommended Grade(s)	Rationale
7/15–7/16	1	A	3, 4	• LEAs should have end-of-course assessments in all content areas and grade levels.
		B	Kindergarten (K)–4	• Formative benchmarks for K–2 and all grades up through grade twelve should be available from a state-created test bank.
	2	C	4, 5	• There should be annual benchmark assessments that teachers can use as a formative tool.
		D	3, 5	• There should be annual assessments to show student progress.
	3	E	3, 4	• There should be annual assessments to show student progress.
		F	4, 5	• There should be annual benchmark assessments.

Meeting Dates	Room	Group	Recommended Grade(s)	Rationale
7/17–7/18	1	A	4	<ul style="list-style-type: none"> There should be small summative assessments at non-federally required grades to evaluate student knowledge and performance.
		B	3, 4	<ul style="list-style-type: none"> There should be item banks created by the state that teachers can draw from. This would allow regular and systematic ways to evaluate student learning each year.
	2	C	K–3 or 4	<ul style="list-style-type: none"> A test covering K–4 would make K–3 teachers accountable to these standards; that being said, these contents do build on each other. K–2 is very basic, and grades three through four are similar. A fourth grade test can determine whether a child is at/above proficient or not proficient.
		D	2, 3, 4	<ul style="list-style-type: none"> There should be an item bank available for every grade level based on performance expectations.
	3	E	3, 4	<ul style="list-style-type: none"> There should be annual census assessments to show student progress.
		F	2, 3, 4	<ul style="list-style-type: none"> The test should emphasize the importance of primary science and effectiveness of instruction throughout the school experience.

Participants supported assessing grade-specific content because the performance expectations at the elementary school-level are organized by grade level rather than being spanned across several grades, such as the middle school and high school performance expectations.

Table 5.2 summarizes stakeholder recommendations about the content area for the non-ESEA-mandated tests for grade span three to five, including the prevailing rationale for each group’s recommendation. Note that an EOY assessment is based on the idea that grade-level instruction in science may be more of an integration of science domains as described by the NGSS and, as such, an assessment may be administered near or at the end of the year.

Table 5.2 Summary of Stakeholder Recommendations for Content Area of Non-ESEA-mandated Tests, Grade Span Three to Five

Meeting Dates	Room	Group	Performance Expectations	Rationale
7/15–7/16	1	A	End-of-Year (EOY)	<ul style="list-style-type: none"> A test should cover all performance expectations across the span of grade levels.
		B	EOY	<ul style="list-style-type: none"> The assessment system should focus on the growth of the student between tests.
	2	C	EOY	<ul style="list-style-type: none"> The assessment system should focus on learning progressions across the year through reflection of previous-year assessments.
		D	EOY	<ul style="list-style-type: none"> There should be a summative test at the beginning of the third grade, as it gives you an opportunity in third, fourth, and fifth grades to remediate everything.

Meeting Dates	Room	Group	Performance Expectations	Rationale
7/15–7/16 (cont.)	3	E	EOY	• Tests should assess what is taught in a course through a specific grade level.
		F	EOY	• A test in the third and fourth grades should integrate with their specific grade level.
7/17–7/18	1	A	EOY	• The assessment system should emphasize practices and processes in science.
		B	EOY	• The assessment system should promote development of state-mandated end-of-course tests for high school and an optional item bank for kindergarten (K)–12.
	2	C	EOY	• There should be an item bank with test items ranging from very simple to very complex that integrates K–4 concepts, but with the focus on fourth grade PEs, including practice and crosscutting concepts.
		D	EOY	• The assessment system should evaluate student science knowledge each year.
	3	E	EOY	• Students should be evaluated on knowledge of specific content, practices, and concepts taught each year.
		F	EOY	• Assessments should address larger ideas in previous years, linking big ideas back to current learning.

Grade Span Six to Nine

Participants supported annual assessments, developed either at the LEA level or as part of a statewide assessment system. They felt that these benchmarks would be valuable tools for teachers to determine progress and identify areas for specific focus. Some groups recommended these assessments be summative in nature, allowing state-level comparisons of student knowledge and skill, while other groups recommended these be formative assessments and incorporated into the federal accountability reporting system. However, they were unsure if this would be practical given the current system of ESEA assessments.

Table 5.3 summarizes stakeholder recommendations about the grade level for the non–ESEA-mandated tests for grade span six to nine, including the prevailing rationale for each group’s recommendation.

Table 5.3 Summary of Stakeholder Recommendations for Grade Level of Non–ESEA-mandated Tests, Grade Span Six to Nine

Meeting Dates	Room	Group	Recommended Grade(s)	Rationale
7/15–7/16	1	A	6, 7, 9	• LEAs should have end-of-course assessments in all content areas and grade levels.
		B	6, 7	• Formative benchmarks for kindergarten (K)–2 and all grades up through grade twelve should be available from a state-created test bank.
	2	C	7, 8, 9	• There should be annual benchmark assessments that teachers can use as a formative tool.

Meeting Dates	Room	Group	Recommended Grade(s)	Rationale
7/15–7/16 (cont.)	2 (cont.)	D	6, 7	• There should be annual assessments to show student progress.
		E	6, 7, 9	• There should be annual assessments to support understanding of student knowledge.
	3	F	7, 8	• There should be annual benchmark assessments.
7/17–7/18	1	A	6, 7, 9	• The assessment system should emphasize practices and processes in science.
		B	6, 7, 9	• There should be item banks created by the state that teachers can draw from. This would allow regular and systematic ways to evaluate student learning each year.
	2	C	6, 7, 9	• There should be formative benchmarks from an available test bank.
		D	6, 7, 9	• An item bank based on performance expectations should be available for every grade level.
	3	E	6, 7, 9	• There should be a census test of students each year.
		F	6, 7, 9	• The assessment system should emphasize the importance of primary science and effectiveness of instruction throughout the school experience.

Participants disagreed as to what content or concepts should be covered in non-ESEA-mandated tests in middle school. Some supported assessments that tracked growth across grades, while others preferred to focus on specific content, practices, and concepts taught each year. Table 5.4 summarizes stakeholder recommendations about the content area for the non-ESEA-mandated tests for grade span six to nine, including the prevailing rationale for each group's recommendation.

Table 5.4 Summary of Stakeholder Recommendations for Content Area of Non-ESEA-mandated Tests, Grade Span Six to Nine

Meeting Dates	Room	Group	Recommended Grade(s)	Rationale
7/15–7/16	1	A	End-of-Course (EOC)/End-of-Year (EOY)	• Tests should cover all performance expectations across a span of grade levels.
		B	EOC/EOY	• The assessment system should focus on the growth of the student from test-to-test assessments and should be set on student growth.
	2	C	EOC/EOY	• There should be a bank with test items ranging from very simple to very complex.
		D	EOC/EOY	• There should be a summative test at the beginning of the sixth grade, as it gives you an opportunity to mix up sixth, seventh, and eighth to remediate everything.
	3	E	EOC/EOY	• Tests should assess what is taught in a course during that year of instruction at specific grade level (six, seven, nine).

Meeting Dates	Room	Group	Recommended Grade(s)	Rationale	
7/15–7/16 (cont.)	3 (cont.)	F	EOC/EOY	<ul style="list-style-type: none"> • One group opinion held that sixth and seventh grade middle schools can be integrated or not, so you would have to test on the lowest common denominator if administering a single test. • Another group opinion wanted two separate tests for the separate paths. 	
		A	EOC/EOY	<ul style="list-style-type: none"> • The assessment system should emphasize practices and processes in science. 	
7/17–7/18	1	B	EOC/EOY	<ul style="list-style-type: none"> • The assessment system should promote development of state-mandated EOC tests for high school and an optional item bank for kindergarten through grade twelve. 	
		C	EOC/EOY	<ul style="list-style-type: none"> • The NGSS essentially build on previous knowledge; therefore tests should be integrated as well. 	
	2	D	EOC/EOY	<ul style="list-style-type: none"> • The assessment system should evaluate science knowledge each year. 	
		E	EOC/EOY	<ul style="list-style-type: none"> • Students should be evaluated on specific content, practices, and concepts taught each year. 	
		3	F	EOC/EOY	<ul style="list-style-type: none"> • Assessments should address larger ideas in previous years, linking big ideas back to current learning.

Note: The terms “EOC” and “EOY” were used by participants in their recommendations. An EOC assessment is based on the idea that grade-level instruction in science may be course-specific and an assessment such as the CST for Chemistry may be administered near or at the completion of the course. These courses may span all or part of a school year. An EOY assessment is based on the idea that grade-level instruction in science may be more of an integration of science domains as described by the NGSS and, as such, an assessment may be administered near or at the end of the year.

Grade Span Ten to Twelve

Participants supported annual assessments, developed either at the LEA level or as part of a statewide assessment system. They felt that these benchmarks would be valuable tools for teachers to determine progress and identify areas for specific focus.

Table 5.5 summarizes stakeholder recommendations about the grade level for the non-ESEA-mandated tests for grade span ten to twelve, including the prevailing rationale for each group’s recommendation.

Table 5.5 Summary of Stakeholder Recommendations for Grade Level of Non-ESEA-mandated Tests, Grade Span Ten to Twelve

Meeting Dates	Room	Group	Recommended Grade(s)	Rationale
7/15–7/16	1	A	10	<ul style="list-style-type: none"> • LEAs should have end-of-course assessments in all content areas and grade levels.
		B	9, 10 or 11, 12	<ul style="list-style-type: none"> • Formative benchmarks for kindergarten (K)–2 and all grades up through grade twelve should be available from a state-created test bank.

Meeting Dates	Room	Group	Recommended Grade(s)	Rationale
7/15–7/16 (cont.)	2	C	11, 12	• There should be annual benchmark assessments that teachers can use as a formative tool.
		D	10	• There should be annual assessments to show student progress.
	3	E	10	• There should be annual assessments to support understanding of student knowledge.
		F	10, 12	• There should be annual benchmark assessments.
7/17–7/18	1	A	10	• The assessment system should allow testing before the jump in student drop-out rates at upper grades. Also, students are still interested in science at this grade level (tenth).
		B	10, 11	• There should be item banks created by the state that teachers can draw from, which would allow regular and systematic ways to evaluate student learning each year.
	2	C	10 or 11, 12	• There should be formative benchmarks from an available test bank.
		D	10	• An assessment bank based on performance expectations should be available for every grade level.
	3	E	10	• There should be a census test of students each year.
		F	10 or 11, 12	• A test should be a measure of the effectiveness of instruction throughout the school experience.

As with middle school, there was little agreement about what should be assessed at high school. Some participants advocated assessments that draw from multiple courses and grades and focused on learning progressions, whereas others felt that course-specific content (similar to the current end-of-course model) was more appropriate.

Table 5.6 summarizes stakeholder recommendations about the content area for the non-ESEA-mandated tests for grade span ten to twelve, including the prevailing rationale for each group's recommendation.

Table 5.6 Summary of Stakeholder Recommendations for Content Area of Non-ESEA-mandated Tests, Grade Span Ten to Twelve

Meeting Dates	Room	Group	Recommended Grade(s)	Rationale
7/15–7/16	1	A	End-of-Course (EOC)	• Stakeholders want coverage of all performance expectations across span of grade levels.
		B	High School (HS)	• EOC tests would give flexibility and local control to LEAs, rather than be required by state mandate to administer certain tests.
	2	C	EOC	• The assessment system should focus on learning progressions across the year through reflection of previous-year assessments.

7/15–7/16 (cont.)	2 (cont.)	D	EOC	<ul style="list-style-type: none"> The assessment system should emphasize culminating learning progressions throughout kindergarten (K)–12 science.
	3	E	EOC	<ul style="list-style-type: none"> The assessment system should assess what is taught in a course through a specific grade level.
7/17–7/18		1	F	HS
	A		EOC	<ul style="list-style-type: none"> Tests should allow assessment of performance expectations specifically targeted during a course.
	2	B	EOC	<ul style="list-style-type: none"> An assessment system should promote development of state-mandated EOC tests for high school and an optional item bank for K–12.
		C	HS	<ul style="list-style-type: none"> There should be an item bank with test items ranging from very simple to very complex.
	3	D	HS	<ul style="list-style-type: none"> The assessment system should evaluate student knowledge for each year of science learning.
		E	EOC	<ul style="list-style-type: none"> Students should be evaluated on specific content, practices, and concepts taught each year.
		F	HS	<ul style="list-style-type: none"> Assessments should address larger ideas from previous years, linking big ideas back to current learning.

Note: The term “EOC” was used by participants in their recommendations. An EOC assessment is based on the idea that grade-level instruction in science may be course-specific and an assessment such as the CST for Chemistry may be administered near or at the completion of the course. These courses may span all or part of a school year.

5B. Type of Assessment

Similar to the recommendations for ESEA-mandated assessments, participants suggested that online assessments be the staple for non-ESEA-mandated assessments. There was also some support for non-computer performance-based tasks. In particular, many of the stakeholders referenced the previous California assessment system, the Golden State Examinations, which utilized hands-on performance-based tasks in assessments of student science skills and knowledge. These performance-based tasks were provided by the state as kits and scored locally.

There was more support for formative assessments at the non-ESEA-mandated grades than at the mandated grades, although participants were still split between the two. Some teachers felt that receiving feedback about student performance earlier in the school year would help identify struggling students and provide opportunities for remediation.

Table 5.7 summarizes stakeholder recommendations (at the group level) on the assessment options for non-ESEA-mandated tests.

Table 5.7 Summary of Stakeholder Recommendations for Assessment Options, Non–ESEA-mandated Tests

Meeting Dates	Room	Group	Assessment Options
7/15–7/16	1	A	computer-adaptive testing (CAT)
		B	computer-based testing (CBT)
	2	C	multistage CAT
		D	CAT and performance-based task (PT)
	3	E	CAT/PT
		F	CBT, CAT, and PT
7/17–7/18	1	A	CAT
		B	Item Bank
	2	C	Varied
		D	CBT and Varied
	3	E	CAT and PT
		F	CAT and PT

Table 5.8 summarizes stakeholder recommendations at the group level on the assessment type for non–ESEA-mandated tests.

Table 5.8 Summary of Stakeholder Recommendations for Assessment Types, Non–ESEA-mandated Tests

Meeting Dates	Room	Group	Assessment Options
7/15–7/16	1	A	Formative
		B	Formative
	2	C	Formative
		D	Summative
	3	E	Summative
		F	Summative
7/17–7/18	1	A	Summative
		B	Interim
	2	C	Formative and Summative
		D	Formative and Summative
	3	E	Formative, Summative, and Interim
		F	Summative

5C. NGSS Consortium–Developed Assessments

Stakeholders expressed interest in assessments developed by an NGSS consortium, citing benefits of a larger pool of NGSS-aligned items and tests that would reduce the costs and time needed to develop state-exclusive assessment materials. However, there was limited information to share since no national initiative for NGSS Consortium–developed assessments was underway at the time of this meeting.

5D. Various Item Types

The stakeholders recommended use of performance-based tasks to assess the majority of NGSS PEs. Performance-based tasks were defined as context-based activities encompassing a variety of item types, including open-ended constructed-response as well as physical actions. There was a mixture of recommendations for “hands-on” and “virtual” tasks using both in-person manipulatives and CBT simulations. The stakeholders recommended using as many technology-enhanced (TE) item types as possible.

There were also recommendations to limit use of stand-alone multiple choice items, though these item types would be appropriate for embedding in performance-based tasks.

5E. Online Testing

The stakeholder group recommended computer-adaptive testing for both ESEA and non-ESEA assessments.

Section 6: Results from CAASPP Science Stakeholders Meetings

6A. Summary of the Qualitative and Quantitative Data Gathered from the Stakeholder Discussions of ESEA-mandated Grade Spans Pursuant to *EC* Section 60640(b)

Subsection 6A summarize stakeholder recommendations and major rationales for grade-level assessments within each grade span—three through five, six through nine, and ten through twelve—as required by *EC* Section 60640(b). Notes addressed both common themes and minority opinions of meeting participants/groups.

Grade Span Three to Five, Inclusive

Six of the 12 groups recommended assessment at grade five, citing students' grade-level maturity and maximized time for exposure to elementary science standards for students as their main concern. Two of the 12 groups recommended assessment at grade three, citing the need for early emphasis on science in elementary school education as well as a desire to advocate for accountability for teachers instructing science in lower grades. One of the 12 groups recommended assessment at grade four, while another group recommended grade four or five based on a split group discussion. The remaining 2 groups of the 12 recommended assessments at both grade three and grade five to reinforce the same rationales as those expressed above. Stakeholders referred to cumulative content as including all science topics normally taught at the targeted grade level and those taught at lower grade levels when they recommended integrated content for this grade level.

Grade Span Six to Nine, Inclusive

Ten of the 12 groups recommended assessment at grade eight due to the logical progression of end-of-middle-school performance expectations. Two of the 12 groups recommended assessment at grade six, consistent with their recommendations for assessment at grade three, to reinforce early emphasis of science education. They also described the desire to use early grade-level assessments in the growth of student performance and knowledge. Stakeholders provided the rationale of class offerings being variable in content type and sequence during middle school, necessitating an assessment at grade eight. Grade eight is frequently the final grade level of most middle schools, which would mean that the maximum amount of content may be assessed.

Grade Span Ten to Twelve, Inclusive

Six of the 12 groups recommended assessment at grade eleven based on the desire to allow time for students to experience three years of science, covering all high school NGSS performance expectations. This grade level also would provide flexibility for all students to take the minimum two years of required science courses before taking the test. Two of the 12 groups recommended assessment at grade ten because of the desire to avoid additional testing at the eleventh and twelfth grade levels, where Smarter Balanced testing, AP testing, and other assessments for entering a career and college will occur. Three of the 12 groups recommended assessment at either grade ten or eleven based on a split group discussion, citing similar rationales as stated above. One of the groups recommended assessment at grade twelve to

emphasize several years of science instruction and allow students to demonstrate full knowledge and learning progressions in K–12 science education.

Summary of Recommendations

Table 6.1 summarizes the stakeholder recommendations for grade-level assessments within each grade span—three to five, six to nine, and ten to twelve—as required by *EC* Section 60640(b). Notes addressed both common themes and minority opinions of meeting participants/groups. Full results, including rationales, can be found in Table 4.1 through Table 4.8.

Table 6.1 Summary of Stakeholder Recommendations for Grade-level Assessments

EC Section 60640(b), ESEA												
Meeting 1						Meeting 2						
Room	1						1					
Group	A			B			A			B		
Grade Level	5	8	11	5	8	10 or 11	3, 5	8	10	3, 5	8	12
Content	G5	MS	HS	G3-5	MS	LS or HS	G3, G5	MS	EOC	G3, G5	MS	HS
Option	CBT	CBT	CBT	CAT	CAT	CAT	CAT	CAT	CAT	CAT	CAT	CAT
Type	S	S	S	S	S	S	S	S	S	S	S	S

EC Section 60640(b), ESEA												
Meeting 1						Meeting 2						
Room	2						2					
Group	C			D			C			D		
Grade Level	3	6	10	4	8	11	4 or 5	8	10 or 11	5	8	11
Content	G3	EOC/EOY	EOC	G3-4	MS	HS	G3-4 or G3-5	MS	HS	G3-5	MS	HS
Option	MSg CAT	MSg CAT	MSg CAT	CAT	CAT	CAT	CAT	CAT	CAT	CAT	CAT	CAT
Type	S	S	S	S	S	S	S	S	S	S	S	S

EC Section 60640(b), ESEA												
Meeting 1						Meeting 2						
Room	3						3					
Group	E			F			E			F		
Grade Level	5	8	11	3	6	11	5	8	11	5	8	10 or 11
Content	G3-5	MS	HS	G3-5	ES/EOY	HS	G3-5	MS	EOC or HS	G3-5	MS	HS
Option	CAT	CAT	CAT	CBT/CAT/PT	CBT/CAT/PT	CBT/CAT/PT	CAT/PT	CAT/PT	CAT/PT	CAT/PT	CAT/PT	CAT/PT
Type	S	S	S	S	S	S	S	S	S	S	S	S

Assessment Key												
Grade Levels For <i>EC</i> Section 60640(b) at least one assessment per grade span (GS) 3–5, 6–9, and 10–12; for <i>EC</i> Section 60640(c) additional K–12 assessments to those proposed in <i>EC</i> Section 60640(b)												
Content: Subjects to be assessed, grade level (elementary school [ES], middle school [MS], high school [HS]) performance expectation (PE), end-of-course (EOC), end-of-year (EOY), Life Science (LS)												
Options: Paper-pencil (P/P), computer-based testing (CBT), computer-adaptive testing (CAT) or multistage (MSg) CAT, item type (such as technology enhanced [TE]), locally scored performance-based task (PT), portfolio, Consortium-developed item bank (IB), varied (V)												
Assessment Types: Formative (F), Interim (I), Summative (S)												

6B. Summary of the Qualitative and Quantitative Data Gathered from the Stakeholder Discussions of Non-ESEA-mandated Grade Spans Pursuant to *EC* Section 60640(c)

Subsection 6B summarizes stakeholder recommendations and major rationales for additional assessments at grade level as described by *EC* Section 60640(c). Notes addressed both common themes and minority opinions of meeting participants/groups.

Grade Span Kindergarten to Twelve

All of the groups recommended additional assessments for each grade spanning three through eleven. The main rationales behind these recommendations describe the desire to provide annual assessments that teachers, parents/guardians, and students could use to evaluate knowledge and skills. Two of the 12 groups recommended science assessments begin in kindergarten and continue through grade twelve as described and supported by the NGSS structure. Two of the 12 groups recommended including grade two assessments as part of their complete assessment system package. They suggested grade two would provide the benchmark assessment for K–2 science education before the main science content focus begins at grade three. There was significant discussion about the need for elementary school teachers to be held accountable at every grade level so that there is less pressure on the grade level chosen for an ESEA high-stakes assessment and to encourage science curriculum to be taught in every grade. However, the group discussions did not address how the assessments would promote accountability, other than being given at each grade level.

Another key discussion point among stakeholders was the feeling that science should be assessed at every grade level to provide students, parents/guardians, and teachers with information on growth within science learning progressions in a timely manner that would allow additional learning opportunities to be implemented before the ESEA high-stakes assessment occurred.

Table 6.2 summarizes stakeholder recommendations for additional assessments at grade level as described by *EC* Section 60640(c). Notes addressed both common themes and minority opinions of meeting participants/groups. Full results, including rationales, can be found in Table 5.1 through Table 5.8.

Table 6.2 Summary of Stakeholder Recommendations for Additional Assessments

<i>EC</i> Section 60640(c), non-ESEA												
Meeting 1						Meeting 2						
Room	1						1					
Group	A			B			A			B		
Grade Level	3, 4	6, 7, 9	10	K–4	6, 7	9, 10 or 11, 12	4	6, 7, 9	10	3, 4	6, 7, 9	10, 11
Content	EOY	EOC/EOY	EOC	EOY	EOC/EOY	HS	EOY	EOC/EOY	EOC	EOY	EOC/EOY	EOC
Option	CAT	CAT	CAT	CBT	CBT	CBT	CAT	CAT	CAT	IB	IB	IB
Type	F	F	F	F	F	F	S	S	S	I	I	I/S

EC Section 60640(c), non-ESEA												
Meeting 1						Meeting 2						
Room	2						2					
Group	C			D			C			D		
Grade Level	4, 5	7, 8, 9	11, 12	3, 5	6, 7	10	K-3 or 4	6, 7, 9	10 or 11, 12	2, 3, 4	6, 7, 9	10
Content	EOY	EOC/EOY	EOC	EOY	EOC/EOY	EOC	EOY	EOC/EOY	HS	EOY	EOC/EOY	HS
Option	MS CAT	MS CAT	MS CAT	CAT	CAT/PT	CAT/PT	V	V	V	CBT/V	CBT/V	CBT/V
Type	F	F	F	S	S	S	F/S	F/S	F/S	F/S	F/S	F/S

EC Section 60640(c), non-ESEA												
Meeting 1						Meeting 2						
Room	3						3					
Group	E			F			E			F		
Grade Level	3, 4	6, 7, 9	10	4, 5	7, 8	10, 12	3, 4	6, 7, 9	10	2, 3, 4	6, 7, 9	10 or 11, 12
Content	EOY	EOC/EOY	EOC	EOY	EOC/EOY	HS	EOY	EOC/EOY	EOC	EOY	EOC/EOY	HS
Option	CAT	CAT/PT	CAT/PT	CBT/CAT/PT	CBT/CAT/PT	CAT/CBT	CAT/PT	CAT/PT	CAT/PT	CAT/PT	CAT/PT	CAT/PT
Type	S	S	S	S	S	S	F/S	F	I	S	S	S

Assessment Key												
Grade Levels For EC Section 60640(b) at least one assessment per grade span (GS) 3–5, 6–9, and 10–12; for EC Section 60640(c) additional K–12 assessments to those proposed in EC Section 60640(b)												
Content: Subjects to be assessed, grade level (elementary school [ES], middle school [MS], high school [HS]) performance expectation (PE), end-of-course (EOC), end-of-year (EOY), Life Science (LS)												
Options: Paper-pencil (P/P), computer-based testing (CBT), computer-adaptive testing (CAT) or multistage (MSg) CAT, item type (such as technology enhanced [TE]), locally scored performance-based task (PT), portfolio, Consortium-developed item bank (IB), varied (V)												
Assessment Types: Formative (F), Interim (I), Summative (S)												

6C. Summary of the Qualitative and Quantitative Data Gathered from the Stakeholder Discussions of Alternate NGSS Assessments Implemented Beyond ESEA-mandated Grade Spans Pursuant to EC Section 60640(c)

The 12 groups were also asked to recommend alternate assessments to meet the specialized needs of the one to two percent of the student population with the most significant cognitive disabilities by providing greater access to an assessment that helps measure how well they are achieving science content standards.

The stakeholders recommended that these assessments occur only at the same grade levels as those chosen to meet ESEA requirements to prevent students within this population from being overburdened. The majority of stakeholders also recommended assessments similar in style to the CMA and CAPA with the content focused on the NGSS “because we believe [the] NGSS [are] for all students” (from the Transcript of Meeting 2, J Table Group stakeholders’ conversation).

Section 7: Results from the Online Survey

7A. Survey Background

Survey Administration

To obtain further input from both stakeholders who participated in a meeting and stakeholders who were unable to attend a meeting, ETS administered an online survey. The survey was launched on August 8, 2014; Section 7 analyzes the 422 responses that were received by August 20, 2014. An announcement e-mail with a URL to the survey was distributed to the following groups:

- Stakeholder meeting participants,
- Stakeholder meeting applicants unable to attend,
- LEA CAASPP Coordinators, and
- Individuals from organizations that represented stakeholder groups outlined in AB 484 who were originally contacted to recruit stakeholder meeting participants.

Recipients were encouraged to share the survey among their colleagues, fellow organization members, and any other individuals in California who might be interested in providing input.

Survey Details

The survey, which is presented in Appendix I, was separated into four parts. Part 1 focused on assessments pertaining to federal ESEA requirements. Part 2 focused on assessments pertaining to non-ESEA requirements. Part 3 focused on measurement considerations for testing. Part 4 elicited feedback on the science assessment system as a whole. The survey also included an optional demographic data section. In addition, survey respondents who indicated that they had attended the Science Stakeholder Meetings were asked to complete a brief evaluation of the meetings at the end of the survey. A summary of these meeting evaluations from meeting attendees can be found in Appendix K.

The survey included a variety of item types. There were two types of selected-response questions. Depending on the information elicited by the question, some selected-response questions allowed respondents to select, at most, only one option, whereas others allowed respondents to select as many options as applicable. The survey also included opportunities for the respondents to provide their rationale for their selections in their own words.

Process for Summarizing Survey Results

Subsections 7C, 7D, 7E, and 7F provide quantitative summaries of the respondents' selections as well as brief qualitative summaries of some of their rationales. The quantitative summaries describe the numbers of respondents who selected available options. After responses for the open-ended rationales were read, codes were developed that described the frequent themes, and then rationales were categorized by the codes. See Appendix L for a list of the codes. In some cases, respondents' rationales included multiple themes; these were counted for all applicable themes. The reported codes (common themes) and corresponding counts are preliminary evidence of respondents' rationales that might need to be replicated.

7B. Characteristics of Survey Respondents

A total of 422 stakeholders responded to the online survey. Of the 422, 74 (18%) attended one of the Science Stakeholder Meetings and 348 (82%) did not attend any of the meetings. As shown in Table 7.1, respondents represented a variety of stakeholder roles. Table 7.1 provides the breakdown of the survey respondents by primary stakeholder role using the categories provided in the survey question. The four most-selected roles were high school teacher, middle school teacher, K–12 administrator, and K–5 teacher. These roles made up 78 percent of the respondents' selections. Thirty-seven of the respondents selected "Other" and wrote in one or multiple roles, such as "parent and electrical engineer," "retired science educator," "curriculum coordinator," "district administrator," and "teacher ed professor." About 6 percent of the respondents did not select any role (i.e., did not respond to this survey question).

Table 7.1 Breakdown of Primary Stakeholder Roles of Survey Respondents

Primary Role as a Stakeholder	Count	Percent
High school (grades 9–12) teacher	114	27%
Middle school (grades 6–8) teacher	107	25%
K–12 administrator	64	15%
K–5 teacher	48	11%
Higher education expert	8	2%
Expert in teaching students with disabilities	6	1%
Parent	4	1%
Scientist, researcher, and/or engineer	4	1%
Expert in teaching English learners	2	0%
Measurement expert	2	0%
Other	37	9%
Missing	26	6%
Total	422	100%

Note: The percentages do not sum to 100 percent due to rounding.

The survey respondents can be further characterized by their gender and ethnicity. Table 7.2 shows that across all respondents, about two-thirds are female, 27 percent are male, and 7 percent chose not to respond. For the four most prevalent stakeholder roles (listed in the first four rows of the table), the breakdown is 61 percent to 83 percent female. The 37 respondents who identified with "other" roles also showed a similar breakdown by gender, with 68 percent female and 30 percent male.

Table 7.3 provides the cross-tabulation of science stakeholder role by ethnic background of the survey respondents. Across all respondents, 66 percent are White, 9 percent are Hispanic, and 4 percent are Asian. Some chosen ethnicities had small counts of fewer than 10 respondents and, for simplicity, were combined with the counts of respondents who selected the "Other" ethnicity option in the survey. The combined "Other" ethnic background group includes specifications such as "Black or African American" ($n=6$, 1%), "Asian White" ($n=4$, 1%), "mixed" ($<1\%$), and "Pacific Islander" ($<1\%$), among others. For the four most frequently selected stakeholder roles—teachers in K–5, middle, and high school as well as K–12 administrators—the ethnicity compositions are generally similar.

Table 7.2 Primary Science Stakeholder Role of Survey Respondents by Gender

Primary Role	Female		Male		Missing		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
High school (grades 9–12) teacher	69	61%	44	39%	1	1%	114	27%
Middle school (grades 6–8) teacher	78	73%	27	25%	2	2%	107	25%
K–12 administrator	46	72%	18	28%	0	0%	64	15%
K–5 teacher	40	83%	7	15%	1	2%	48	11%
Higher education expert	5	63%	3	38%	0	0%	8	2%
Expert in teaching students with disabilities	6	100%	0	0%	0	0%	6	1%
Parent	4	100%	0	0%	0	0%	4	1%
Scientist, researcher, and/or engineer	1	25%	3	75%	0	0%	4	1%
Expert in teaching English learners	2	100%	0	0%	0	0%	2	0%
Measurement expert	0	0%	2	100%	0	0%	2	0%
Other	25	68%	11	30%	1	3%	37	9%
Missing	1	4%	0	0%	25	96%	26	6%
Total	277	66%	115	27%	30	7%	422	100%

Note: The percentages do not sum to 100 percent due to rounding.

Table 7.3 Primary Science Stakeholder Role of Survey Respondents by Ethnic Background

	White		Hispanic or Latino		Asian		Other		Missing		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
High school (grades 9–12) teacher	86	75%	7	6%	2	2%	13	11%	6	5%	114	27%
Middle school (grades 6–8) teacher	74	69%	12	11%	6	6%	10	9%	5	5%	107	25%
K–12 administrator	39	61%	9	14%	3	5%	11	17%	2	3%	64	15%
K–5 teacher	34	71%	5	10%	3	6%	2	4%	4	8%	48	11%
Higher education expert	6	75%	1	13%	0	0%	0	0%	1	13%	8	2%
Expert in teaching students with disabilities	4	67%	2	33%	0	0%	0	0%	0	0%	6	1%
Parent	3	75%	0	0%	0	0%	1	25%	0	0%	4	1%
Scientist, researcher, and/or engineer	4	100%	0	0%	0	0%	0	0%	0	0%	4	1%
Expert in teaching English learners	2	100%	0	0%	0	0%	0	0%	0	0%	2	0%
Measurement expert	2	100%	0	0%	0	0%	0	0%	0	0%	2	0%
Other	24	65%	3	8%	2	5%	5	14%	3	8%	37	9%
Missing	0	0%	1	4%	0	0%	0	0%	25	96%	26	6%
Total	278	66%	40	9%	16	4%	42	10%	46	11%	422	100%

Note: “Other” includes the respondents who selected “Other,” made several selections, and those who selected an ethnic background with small counts, including Black or African American ($n=6$) and Asian White ($n=4$).

The percentages do not sum to 100 percent due to rounding.

7C. Summary of Part 1 Responses on ESEA-mandated CAASPP Assessments

In Part 1 of the online survey, respondents were asked a series of questions related to preferences for ESEA-mandated CAASPP science assessments (see Appendix I for survey questions). Within each of the three ESEA-mandated grade spans (grades three to five, grades six to nine, and grades ten to twelve), respondents first selected their preferred grade level and could then provide a rationale for the selected grade. They then selected what content domain(s), assessment type(s), and item type(s) they wanted for their selected ESEA grade-level test and could provide a rationale for their selections. The summary of these responses is arranged by grade span.

Grade Span Three to Five

Selection of Grade Levels:

Figure 7.1 illustrates the survey respondents' selections for the ESEA-mandated CAASPP science test in grades three through five. Out of the 378 respondents who selected a grade level, 279 (74%) selected grade five, with a close to even split between preferences for grades three and four.

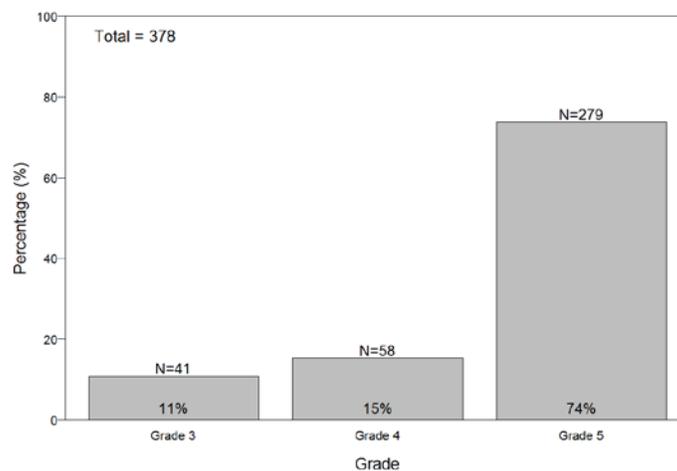


Figure 7.1 Barplot of Survey Respondent Selections for Grade Level to Test in the ESEA-mandated Grades Three to Five Span

A review of the rationales revealed a few common themes for each selection. Only 16 of the 41 respondents who selected grade three provided a rationale. The common themes in these rationales were:

- Early test will force science to be taught ($n=7$),
- Early test provides baseline ($n=4$), and
- Students are developmentally ready/have skills to take test at this grade ($n=3$).

The number of rationales exhibited for each of these themes is provided in parentheses next to the rationale in the itemized list above. Note that some respondents' rationales could have exhibited multiple themes, whereas others could have been unique and not fallen into any of these categories. Accordingly, the sum of the counts does not necessarily sum to the total number of provided rationales. This holds for all subsequent discussions of rationales as well.

Thirteen of the 58 respondents who selected grade four as their preferred grades three through five ESEA-mandated grade-level test also gave rationales. These rationales tended to mention the following common themes:

- Students are developmentally ready/have skills to take a test at this grade ($n=5$),
- Results inform next year of instruction ($n=3$), and
- Assessment will hold elementary school teachers accountable ($n=3$).

Only 36 out of the 279 survey respondents who selected grade five also provided a rationale for their selection. The most frequent reasons for selecting grade five were as follows:

- A grade five test would serve as a summative/capstone assessment looking back on elementary grades ($n=15$),
- Students are more mature so the test will better mirror their understanding ($n=8$), and
- Late-bloomers and English learners have a chance to develop so that the test better measures their science proficiency (as opposed to their reading ability) ($n=6$).

For the chosen grade level, respondents were then asked to provide their preferences for various characteristics of the assessment, including the content domain(s), test type(s), and item type(s). Given the majority preference for grade five, only the selections for this chosen grade-level assessment are summarized here. See Appendix J for a summary of these assessment characteristic selections for those respondents who preferred grade three or four for the ESEA-mandated test in the grades three to five span.

Selection of Content Domains:

Table 7.4 summarizes the selections for which content domain(s) to assess for those respondents who selected to test in grade five. Out of the total 279 respondents who selected grade five (see Figure 7.1), 277 made selections for their preferred content domains to assess. Table 7.4 gives the counts of these 277 respondents who selected each content domain option. Respondents were allowed to select as many content domain options as they wanted assessed. Ninety-three respondents selected more than one content domain option. Thus, a particular respondent could appear in multiple counts, making the sum of counts equal more than the total number of respondents and the percentages sum to more than 100 percent.

As shown in Table 7.4, the most frequently chosen option was Integrated Science with 181 (65%) selecting this content domain. Of these 181 respondents, 138 respondents selected only Integrated Science, whereas the remaining 43 also selected at least one other content domain (with the majority, $n=38$, selecting all content domain options). In addition to the 181 (65%) survey respondents who preferred to assess Integrated Science in grade five, 31 (11%) of the 277 respondents selected all three core disciplinary ideas (Biological Science/Life Science, Earth and Space Science, and Physical Science). It is not clear how an assessment covering all three core disciplinary ideas would differ from a test assessing Integrated Science that draws on all three core disciplinary ideas. Accordingly, the preference for Integrated Science may be even more than is shown in Table 7.4.

Table 7.4 Preferences of Content Domains for Respondents Who Selected Grade Five

Content	Count	Percent
Biological Science/Life Science	100	36%
Earth and Space Science	101	36%
Physical Science	96	35%
Integrated Science	181	65%
Total Respondents	277	

Note: Each percent is the count divided by the total number of respondents. The percents sum to more than 100 percent because survey respondents could select as many options as applicable.

The rationales for content domain selections were given in response to a single survey question asking respondents to provide rationales for their selections of content domain(s), test type(s), and item type(s). A total of 212 respondents wrote a rationale. These 212 rationales were coded for main themes for each of the assessment characteristic selections. In some cases, respondents' rationales gave an overall motivation for all their selections, whereas others focused on one or more specific selections for content domain(s), test type(s), and item type(s). Accordingly, not all 212 rationales were relevant for all of these assessment characteristics. Those that were related to each assessment characteristic were reviewed and coded for common themes. Those rationales that provided an overall response primarily indicated that their selections promoted critical thinking ($n=16$) or that their selections for content domain(s), test type(s), and item type(s) matched/corresponded with the NGSS ($n=12$).

As the majority of respondents included Integrated Science among their preferred content domain selections, most of the content domain–related rationales were for this choice. The frequently provided rationales for these respondents who preferred Integrated Science are:

- Wants students to know basics across all disciplines or believes these content areas are foundational ($n=40$),
- Matches/corresponds with the NGSS ($n=13$),
- Wants content to cover full grade span (not just selected grade level within the ESEA grade span) ($n=10$), and
- Content reflects real science ($n=8$).

Selection of Test Types:

Respondents also made selections for preferred test type, selecting from “Computer adaptive,” “Computer-based,” “Paper-pencil,” and “Other,” with the option to write in a suggestion. As with the content domain survey question, respondents could select as many options as applicable. Table 7.5 summarizes the counts of each item option across all selections for all respondents.

As shown in Table 7.5, computer-based and computer-adaptive tests were each selected by more than half of the respondents. Further, from an analysis of the unique combinations of selections that respondents made, the top three most frequently selected combinations were computer adaptive ($n=73$, 26%), computer-based ($n=56$, 20%), and both computer adaptive and computer-based ($n=36$, 13%). The fourth most selected response, at 13 percent ($n=35$), was all three test types: computer adaptive, computer-based, and paper-pencil. Out of all 278 responses, 236 (85%) selected computer-based and/or computer adaptive among their selections.

Overall, 102 respondents included paper-pencil among their preferred test types, but only 27, or 10 percent, selected paper-pencil exclusively. Respondents were allowed to write in “other” possible test types. Some of these write-in test types were “hands-on,” “project-based,” “task-based,” “performance[-based] assessment,” and “lab portion,” suggesting some interest in some type of “hands-on” component of the test.

Table 7.5 Preferences of Test Types for Respondents Who Selected Grade Five

Test Mode	Count	Percent
Computer-based	151	54%
Computer adaptive	162	58%
Paper-pencil	102	37%
Other	15	5%
Total Respondents	278	

Note: Each percent is the count divided by the total number of respondents. The percents sum to more than 100 percent because survey respondents could select as many options as applicable.

The majority of rationales related to the test-type selection were given by respondents who selected computer-based and/or computer-adaptive tests ($n=78$). The main rationales for these computer test-type selections were:

- Provides better measure of student ability ($n=26$), and
- Takes advantage of technology ($n=14$).

Another somewhat common rationale for selecting a particular test mode was flexibility ($n=15$), but this motivation sometimes referred to having flexibility in test type (i.e., for those respondents who selected more than one mode) and other times referred to the flexibility a particular test type affords. Familiarity or appropriateness for examinee age was also a rationale that was frequently mentioned. In order to understand the test type respondents thought students are familiar with, this common rationale is broken down by test type selections: 33 of these familiarity rationales are for respondents with computer-based or computer adaptive among their selections, while 13 are for respondents with paper-pencil among their selections of test types.

Selection of Item Types:

Survey respondents were also presented with four item types as well as an “Other” option for the types of items they would like on their selected grade five test. As with content domain and test type, respondents could select as many options as they thought applicable. About 75 percent of the 277 responses for this item involved multiple selections. Table 7.6 provides the total counts of respondents who selected each of the possible item types. Selected-response/multiple-choice items were the most frequently selected item type at 71 percent, with task-centered items a close second with 69 percent. Constructed-response and technology-enhanced items were also each selected by more than half of the respondents.

As respondents generally selected more than one item type, their rationales tended to support the combination of their choices. These included:

- Allows assessing specific skills ($n=44$),
- A variety of item types is beneficial ($n=22$),
- Should follow Smarter Balanced ELA and mathematics example ($n=17$),

- Emphasizes hands-on/de-emphasizes memorization ($n=13$),
- Allows for assessing multiple levels of cognition ($n=9$),
- Allows for access to all students ($n=8$),
- Matches/corresponds with the NGSS ($n=8$), and
- Reflects authentic/real science ($n=6$).

Among the 44 respondents who articulated that their item-type selections allowed assessing specific skills, some specified one particular item type that was particularly good for this purpose: 12 said only task-centered, 8 said technology-enhanced, 5 said constructed-response, and 4 said selected-response/multiple choice. The remaining 15 (of the 44) specified more than one item type. The other pattern of interest was that for all the “emphasizing hands-on/de-emphasizing memorization” rationales, respondents included task-centered and/or technology-enhanced in their rationale, suggesting that respondents thought these types of items were best suited for assessing higher-order, critical-thinking skills and/or allowing for “doing” science.

Table 7.6 Preferences of Item Types for Respondents Who Selected Grade Five

Item Type	Count	Percent
Selected-response/multiple-choice items	198	71%
Technology-enhanced items	151	55%
Constructed-response items	168	61%
Task-centered items	190	69%
Other	7	3%
Total Respondents	277	

Note: Each percent is the count divided by the total number of respondents. The percents sum to more than 100 percent because survey respondents could select as many options as applicable.

Grade Span Six to Nine

Selection of Grade Levels:

Figure 7.2 illustrates survey-respondent selections for the preferred grade level to test for the ESEA-mandated test in grades six through nine. It clearly indicates that the preferred choice is grade eight, with 72 percent of the 374 respondents who selected a grade level selecting it. About 10 percent of the respondents selected each of the other three grade levels in the grades six to nine span.

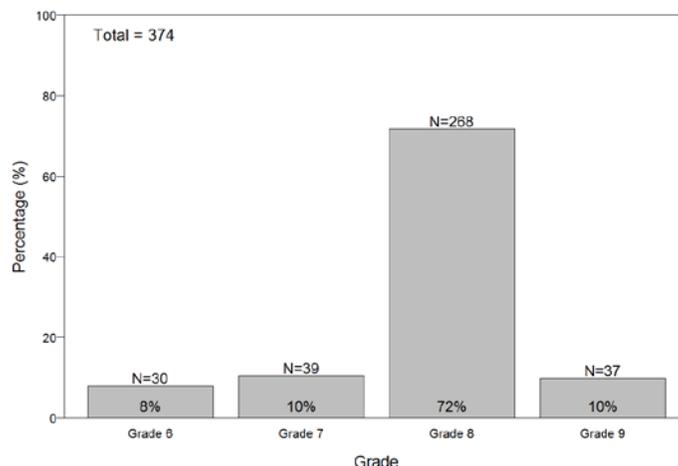


Figure 7.2 Barplot of Survey Respondent Selections for Grade Level to Test in the ESEA-mandated Grades Six to Nine Span

A review of the respondent-written rationales revealed several common themes. Out of the 30 respondents who selected grade six, 8 provided rationales. The common themes in these rationales were:

- A grade six test would serve as a summative/capstone assessment looking back on elementary grades ($n=4$), and
- Grade six is the first year of middle school, so a grade six test would give middle school teachers a platform to build on ($n=3$).

As seen also in the analysis of grade span three to five, some rationales include more than one common theme, whereas others are unique and do not fall into any common category, meaning the common rationales likely do not sum to the total number of rationales.

Thirty-three of the 39 respondents who selected grade seven provided rationales. The most frequently cited reasons for choosing this grade level were:

- Seventh grade testing allows for remediation/intervention in eighth grade ($n=11$),
- Seventh grade testing allows for eighth grade teachers to prepare students for high school standards ($n=11$), and
- Grade seven is the midpoint between middle school grades six to eight ($n=3$).

Of the 268 respondents who selected grade eight, 219 supported their choice. They typically included the following in their supporting statements:

- A grade eight test would serve as a capstone/summative assessment for middle schools (as most middle schools end at/have an eighth grade) ($n=117$),
- A grade eight test would inform high school instruction and/or placement of students ($n=36$),
- Testing at eighth grade ensures that all students who received instruction on either a domain-specific or integrated model would be prepared ($n=15$),

- By grade eight, students have exposure to all three disciplines (Biological Science/Life Science, Earth and Space Science, and Physical Science) ($n=11$), and
- Because grade nine is a high school grade level, choosing grade nine over grade eight means middle school would not be tested ($n=7$).

Thirty of the 39 respondents who selected grade nine for ESEA testing in the grades six to nine span also provided a rationale. These rationales in support of grade nine included the following common themes:

- Ninth grade students should know Earth Science ($n=6$),
- A ninth grade test allows for assessing middle school science learning ($n=6$),
- A ninth grade test serves as a benchmark to inform high school instruction ($n=5$), and
- Students are more mature (by grade nine) so the test will better mirror their understanding ($n=3$).

Given that the majority of survey respondents (who selected a grade level to test in the six-to-nine grade span) selected grade eight, only the preferences for the assessment characteristics for these respondents are given here. Preferences for assessment characteristics for respondents who selected grades six, seven, or nine are given in Appendix J.

Selection of Content Domains:

Table 7.7 summarizes the selections of content domain preferences for those who selected a grade eight ESEA test. Respondents were allowed to select as many content domains as they felt applicable; 171 selected only one content domain, while 93 selected more than one content domain. Of the 171 who selected only one content domain, 126 selected Integrated Science. An additional 48 respondents selected Integrated Science and at least one other content domain, resulting in a total of 174 (66%) of respondents recommending Integrated Science, as shown in Table 7.7. In addition, 28 respondents selected all three content domains that reflect the NGSS core disciplinary ideas of Biological Science/Life Science, Earth and Space Science, and Physical Science. It is not clear how these respondents believed an assessment covering all three core disciplinary ideas would differ from an assessment that covers Integrated Science, which draws on all three core disciplinary ideas. Biological Science/Life Science and Earth and Space Science were each selected by about 30 percent of the respondents, and Physical Science was selected by almost half of the respondents.

Table 7.7 Preferences of Content Domains for Respondents Who Selected Grade Eight

Content	Count	Percent
Biological Science/Life Science	84	32%
Earth and Space Science	75	28%
Physical Science	123	47%
Integrated Science	174	66%
Total Respondents	264	

Note: Each percent is the count divided by the total number of respondents. The percents sum to more than 100 percent because survey respondents could select as many options as applicable.

Of the 268 respondents who selected grade eight, 219 respondents also wrote a rationale supporting their assessment characteristic selections, including their content domain, test type,

and item-type choices. These rationales ranged from providing an overarching response supporting all of their selections generally to providing specific rationales for one or more of their chosen assessment characteristics. Accordingly, not all 219 rationales were relevant for each assessment characteristic. The rationales were reviewed for common themes related to each assessment characteristic they discussed. The rationales that gave general explanations for all selections across content domain, test type, and item type tended to indicate that either their selections promoted critical thinking ($n=18$) or they matched/corresponded with the NGSS ($n=2$).

As the majority of respondents included Integrated Science in their selections, most of the content domain–related rationales were for these respondents. The common themes for these respondents’ supportive explanations for including Integrated Science in their selections were:

- Wants students to know basics across all disciplines or believes these content areas are foundational ($n=68$),
- Wants content to cover full grade span (not just selected grade level within the ESEA grade span) ($n=27$),
- Matches/corresponds with the NGSS ($n=8$), and
- Content reflects real science ($n=8$).

Several respondents who instead selected all three core disciplinary ideas (and excluded Integrated Science) also said they wanted students to know basics across all disciplines ($n=10$) or wanted the test content to cover the full grade span ($n=6$). For the respondents who selected Physical Science, the next most common content domain, their main rationale was that it constituted foundational knowledge ($n=16$).

Selection of Test Types:

Table 7.8 summarizes the preferences for test type for the grade eight ESEA test. As in grade five, the computer mode assessments were the most preferred; but for grade eight, more respondents selected computer adaptive ($n=187$) than computer-based ($n=152$). Among all combinations of selections, the most popular choice was for computer adaptive only ($n=74$, 28%), followed by both computer adaptive and computer-based ($n=51$, 19%), and only computer-based ($n=42$, 16%). Only 30% of respondents included paper-pencil among their selections. About half of the respondents selected only one test type, and the other half selected more than one test type. The 27 respondents who specified “Other” test type also wrote in specific suggestions, such as “hands on,” “performance[-based] assessment,” “with a physical lab portion,” and “task based.”

Most of the rationales related to supporting test type selections were for respondents who selected computer-based and/or computer adaptive among their selections. Their main rationales were:

- Provides better measure of student ability ($n=22$),
- Takes advantage of technology ($n=6$), and
- Mirrors/follows Smarter Balanced example ($n=5$).

As in grade five test-type rationales, some respondents ($n=10$) mentioned flexibility, with some indicating that the mode itself was flexible and others that specifying several test types allows for flexibility in testing. The familiarity or appropriateness of the test type for the

examinee age group was another common theme. Fifteen respondents who mentioned familiarity in their rationale had computer adaptive or computer-based among their selections, while six had paper-pencil among their selections.

Table 7.8 Preferences of Test Types for Respondents Who Selected Grade Eight

Test Mode	Count	Percent
Computer-based	152	58%
Computer adaptive	187	71%
Paper-pencil	78	30%
Other	27	10%
Total Respondents	264	

Note: Each percent is the count divided by the total number of respondents. The percents sum to more than 100 percent because survey respondents could select as many options as applicable.

Selection of Item Types:

In terms of item-type preferences, respondents selecting grade eight for the grades six to nine ESEA test tended to select more than one item type: 217 out of the 265 (82%) selected multiple item types. Table 7.9 shows that all item types were popular among these respondents. In fact, 37 percent ($n=98$) selected all four provided item-type choices. As shown in Table 7.9, the highest proportion of respondents selected task-centered items, but all the item types were selected by at least 65 percent of the respondents. Thirteen respondents also specified other item types, including “engineering practice,” “task-centered should include inquiry/lab experience,” “technology or live experiments,” “integrate content and processes used,” “NGSS practices-based,” and “portfolios of student work.” These suggestions are generally hands-on or performance-based activities.

Table 7.9 Preferences of Item Types for Respondents Who Selected Grade Eight

Item Type	Count	Percent
Selected-response/multiple-choice items	176	66%
Technology-enhanced items	179	68%
Constructed-response items	197	74%
Task-centered items	209	79%
Other	13	5%
Total Respondents	265	

Note: Each percent is the count divided by the total number of respondents. The percents sum to more than 100 percent because survey respondents could select as many options as applicable.

Respondents supported their multiple item-type selections with the following common rationales:

- Allows for assessing specific skills ($n=24$),
- Allows for assessing multiple levels of cognition ($n=22$),
- Ensures access to all students ($n=14$),
- Matches/corresponds with the NGSS ($n=9$),
- Emphasizes hands-on/de-emphasizes memorization ($n=9$),

- Reflects authentic/real science ($n=7$), and
- Should follow Smarter Balanced ELA and mathematics example ($n=3$).

Grade Span Ten to Twelve

Selection of Grade Levels:

A total of 347 survey respondents selected one preferred grade level to assess in the ESEA-mandated grades ten to twelve span. As shown in Figure 7.3, the majority choice was for grade eleven, with 51 percent of the respondents selecting it. Grade ten was the second most-selected grade level with 27 percent of respondents, and grade twelve was a close third with 22 percent.

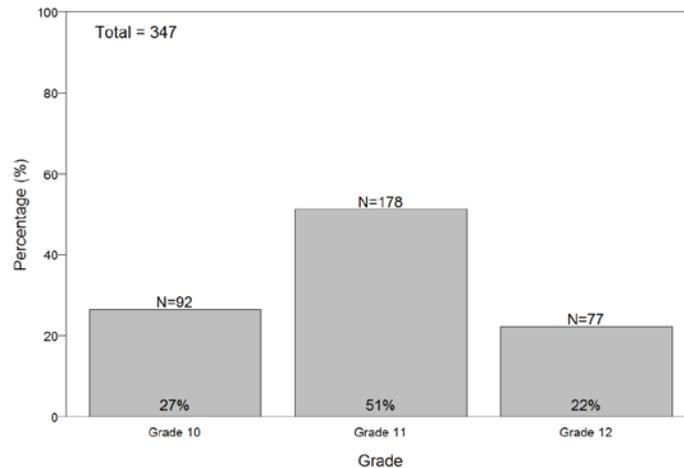


Figure 7.3 Barplot of Survey Respondent Selections for Grade Level to Test in the ESEA-mandated Grades Ten to Twelve Span

Of the 92 respondents who selected grade ten for ESEA testing, 63 respondents provided supporting rationales. A review of these rationales revealed the following common themes:

- Testing in grades eleven and twelve is undesirable (due to multiple testing in grade eleven and lack of student motivation in grade twelve or ability to use grade twelve results to inform instruction) ($n=22$),
- Testing in grade ten would correspond with the high school requirement for two years of science (so if students complete their science course requirements in grades nine and ten, the end of grade ten is appropriate for testing instead of waiting a year after they have no science instruction in grade eleven) ($n=15$),
- Testing in grade ten would be a continuation of current/past practices ($n=5$), and
- Most students would have Biology by grade ten so there will be common content to assess, which is often difficult to find in high school given the diversity of course trajectories ($n=5$).

For the 178 grade eleven supporters, 148 provided rationales. The common themes in these rationales were:

- Testing later (in high school) allows for more instruction in all domains of science and autonomy for students to choose their science courses ($n=62$),
- Testing in grade twelve is too late (due to lack of student motivation or ability to use grade twelve results to inform instruction) ($n=41$), and

- Allows for using test results in college admissions and provides students an additional year (grade twelve) to improve in areas in which they are deficient before attending college or pursuing a career ($n=18$).

Sixty-five of the 77 respondents who were in support of a grade twelve ESEA test supported their choice with a rationale. The common themes in these rationales were:

- Would serve as a capstone/summative assessment for all of K–12 science instruction and would assess the extent to which students can think scientifically before they move on to college or a career ($n=28$),
- Provides students with an incentive for taking four years of science instruction ($n=18$), and
- Grade twelve is not as heavily tested as grade eleven is ($n=4$).

Survey respondents were then asked to make assessment characteristics choices for content domain(s), test type(s), and item type(s). These selections are summarized for grade eleven as it was the most selected grade. The assessment characteristics selections for grades ten and twelve are summarized in Appendix J.

Selection of Content Domains:

Of the 178 respondents who selected grade eleven for ESEA testing, 173 selected which content domains they wanted assessed. Table 7.10 summarizes these selections. As with grades five and eight, the most selected content domain was Integrated Science, with 61 percent selecting it. However, for grade eleven, Biological Science/Life Science was also selected by about the same proportion of respondents.

It is of interest to note, however, that in general, respondents who selected Biological Science/Life Science also selected at least one other content domain; only 13 respondents selected this content domain exclusively compared to 61 respondents who selected Integrated Science exclusively. Similar to selections for grades five and eight, several respondents selected all four content domains ($n=35$), and several selected all but Integrated Science ($n=28$). Given that Integrated Science cuts across all three core disciplinary ideas, it is unclear how an assessment that assesses all three core disciplinary ideas differs from one that assesses Integrated Science, suggesting there may be further support for Integrated Science.

Table 7.10 Preferences of Content Domains for Respondents Who Selected Grade Eleven

Content	Count	Percent
Biological Science/Life Science	104	60%
Earth and Space Science	68	39%
Physical Science	89	51%
Integrated Science	105	61%
Total Respondents	173	

Note: Each percent is the count divided by the total number of respondents. The percents sum to more than 100 percent because survey respondents could select as many options as applicable.

Among all respondents who selected grade eleven and made selections for assessment characteristics, 137 responded to the survey prompt asking for a rationale for their assessment characteristic selections. These rationales varied in focus, with some giving a general, overall explanation for their selections and others providing specific explanations for one or more of

their assessment characteristic choices (for content domain, test type, and item type). Accordingly, not all 137 rationales were in support of selections for all three assessment characteristics. The rationales were reviewed for common themes for each assessment characteristic they referenced.

Some respondents provided an overall rationale for all selections. These included 17 respondents referring back to earlier rationales by saying “same as above,” suggesting that some respondents felt that the same motivations for selecting assessment characteristics transcend the particular grade level. Six respondents articulated that their selections, in general, promoted critical thinking.

The respondents who included Integrated Science among their selections and provided a rationale ($n=36$) articulated the following common reasons:

- Wants students to know basics across all disciplines or believes these content areas are foundational ($n=30$),
- Wants content to cover the full grade span (not just a selected grade level within the ESEA grade span) ($n=4$), and
- Matches/corresponds with the NGSS ($n=4$).

Grade eleven supporters who included Biological Science/Life Science among their selections and provided a rationale ($n=41$) had a variety of rationales, with the most common themes being it (and any other content domains selected) represented foundational science content ($n=16$) and that Biology should be tested as it will be a common course that high school students would have taken by grade eleven ($n=8$).

Selection of Test Types:

Table 7.11 summarizes the test type selections for respondents who selected a grade eleven ESEA test. The most selected test type was computer-adaptive testing, with 77 percent of respondents selecting it, followed by computer-based testing, with 58 percent, and paper-pencil testing, with 28 percent. An analysis of the particular combinations of selections that respondents made reveals that 68 percent selected computer adaptive and/or computer-based exclusively, with 29 percent ($n=50$) selecting only computer adaptive, 26 percent ($n=44$) selecting both computer adaptive and computer-based, and 13 percent ($n=22$) selecting only computer-based. Some respondents ($n=11$) also wrote in “Other” test types, which generally indicated a type of hands-on or performance-based task; their write-ins included “task-oriented,” “hands-on,” “collaborative task,” “hands-on test with scoring rubric,” “practicum,” “task,” “performance[-based] with materials,” and “student-designed and -executed experiment.”

Table 7.11 Preferences of Test Types for Respondents Who Selected Grade Eleven

Test Mode	Count	Percent
Computer-based	100	58%
Computer adaptive	131	77%
Paper-pencil	48	28%
Other	11	6%
Total Respondents	171	

Note: Each percent is the count divided by the total number of respondents. The percents sum to more than 100 percent because survey respondents could select as many options as applicable.

Respondents supported their test type selections with the following common rationales:

- Provides better measure of student ability ($n=16$),
- Affords flexibility ($n=13$),
- Provides familiarity/appropriateness for age ($n=4$), and
- Takes advantage of technology ($n=2$).

All of these explanations corresponded to respondents who included computer-based and/or computer adaptive in their selections. The respondents who included flexibility in their rationale could mean flexibility in allowing examinees to choose from several test types and/or that a particular test type (e.g., computer adaptive) affords flexibility.

Selection of Item Types:

For item-type selections, 145 (84 %) of the 172 respondents who responded to this question selected more than one item type, with about 47 percent ($n=80$) selecting all four item types. Table 7.12 shows that about 85 percent of the respondents selected constructed-response items and task-centered items each, and almost three-fourths of the respondents selected technology-enhanced items. The least frequently selected item type was selected-response/multiple-choice, but even for this item type, 62 percent of respondents included it in their preferences. Respondents could also write in “Other” item types, but only four respondents did so, specifying “lab performance[-based] or simulation,” “performance[-based] task,” and “collaborative task.”

Table 7.12 Preferences of Item Types for Respondents Who Selected Grade Eleven

Item Type	Count	Percent
Selected-response/multiple-choice items	107	62%
Technology-enhanced items	125	73%
Constructed-response items	144	84%
Task-centered items	147	85%
Other	4	2%
Total Respondents	172	

Note: Each percent is the count divided by the total number of respondents. The percents sum to more than 100 percent because survey respondents could select as many options as applicable.

Respondents generally selected several item types and provided the following rationales for these selections:

- Allows assessing specific skills ($n=55$),
- Emphasizes hands-on/de-emphasizes memorization ($n=11$),
- Reflects authentic/real science ($n=11$),
- Should follow Smarter Balanced ELA and mathematics example ($n=5$), and
- Matches/corresponds with the NGSS ($n=2$).

For the “allows assessing specific skills” rationale, some respondents specified a particular item type that was useful for this purpose: 15 (of the 55) respondents identified only constructed-response items, 7 only task-centered items, 7 only technology-enhanced items, and 5 only selected-response/multiple-choice items. The remaining 21 (of the 55) indicated that multiple item types were useful for assessing specific skills.

7D. Summary of Part 2 Responses on Additional CAASPP Assessments

Part 2 of the online survey generally asked respondents about additional CAASPP science assessments for non-ESEA uses. This section of the survey was further divided into two portions, with the first focusing on traditional/regular assessments and the second focusing on alternate assessments. Responses to each of these Part 2 survey sections are summarized separately here.

Additional CAASPP Assessments

For the first section of Part 2 of the online survey, respondents were asked to choose the grade levels in which they would like testing in addition to those grade levels they selected for ESEA-mandated tests in Part 1. For each selected grade level, respondents were then asked to select how content should be assessed, which content domain(s) should be assessed, and what assessment type(s) should be administered. Following these assessment characteristic selections for each grade level, respondents had the opportunity to write a rationale for all of their selections. Only a small sample ($n=27$ to 52) of the respondents provided rationales supporting selections for each grade level, and these rationales varied in their focus. Accordingly, detailed analysis of their common themes is not included in this report.

Table 7.13 provides the summary of selections for each grade level across the 312 respondents who responded to this survey question. Respondents were allowed to select as many grade levels as they were interested in having any testing, and most respondents ($n=212$, 68%) selected more than one grade level. Table 7.13 shows that about 30 to 40 percent of respondents indicated a preference for each of the grade levels, from grade three to grade eleven. Grade twelve has the lowest proportion of respondents, with only 24 percent selecting it. Table 7.13 indicates that there is at least some interest in testing each grade from grades three to twelve with no particular grade level receiving a majority vote.

Table 7.13 Summary of Selections of Non-ESEA Grade-level Tests

Grade	Count	Percent
3	124	40%
4	103	33%
5	120	38%
6	119	38%
7	119	38%
8	125	40%
9	126	40%
10	138	44%
11	107	34%
12	76	24%
Total Respondents	312	

Note: The percents do not sum to 100 percent because survey respondents could select as many options as applicable. The percent is the count divided by the total number of respondents.

Table 7.14 summarizes respondents' selections for how content should be assessed in each selected non-ESEA test. Respondents were given the choices of "Integrated" and "Other" in all grades, and depending on the grade level, they were also given the choice of "End-of-year"

and/or “End-of-course.” For instance, in grades three to five, the “End-of-course” option was not provided, and thus the table contains “NA” for “not applicable” in those cells. The survey included definitions of each of these ways of assessing content (see Appendix I for specific survey questions and provided definitions). Respondents were also allowed to select as many options as they felt appropriate. Specifically, this table reads, for example: Of the 123 respondents who selected grade three and provided a response to this follow-up question, 66 (54%) selected Integrated among their choices.

Table 7.14 shows that the choices for how content should be assessed tend to vary by grade level. However, similar proportions of preferences were made for grades within elementary school (grades three through five), middle school (grades six through eight), and high school (grades nine through twelve). In the elementary grades, about 50 to 58 percent of respondents selected Integrated and end-of-year, suggesting interest in having assessments that test content over multiple grades (Integrated). For the middle school grades, about 35 to 48 percent selected each of the provided options, Integrated, end-of-year, and end-of-course. Only in high school grades did respondents show a more clear preference for a single way of assessing content, with 73 to 82 percent selecting end-of-course among their choices.

Table 7.14 Summary of Selections for How Content Should Be Assessed in Non-ESEA Tests

Grade	Integrated		End-of-year		End-of-course		Other		Total Respondents
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
3	66	54%	67	54%	NA	NA	7	6%	123
4	49	50%	57	58%	NA	NA	3	3%	98
5	62	55%	65	58%	NA	NA	6	5%	113
6	50	45%	48	43%	44	39%	3	3%	112
7	41	37%	49	44%	54	48%	4	4%	112
8	55	46%	43	36%	57	48%	7	6%	120
9	47	39%	NA	NA	89	74%	5	4%	120
10	44	34%	NA	NA	107	82%	5	4%	130
11	42	41%	NA	NA	75	73%	4	4%	103
12	31	43%	NA	NA	54	75%	6	8%	72

Note: The percentages across rows do not sum to 100 percent because survey respondents could select as many options as applicable. The percent is the count divided by the total number of respondents in that row.

Respondents could also select which content domain(s) they believed should be assessed for each of their selected non-ESEA grade-level tests. The possible choices were the same as were provided for the ESEA-mandated tests—Biological Science/Life Science, Earth and Space Science, Physical Science, and Integrated Science—and respondents could select as many as applicable. Table 7.15 summarizes these selections by grade level.

For grades three through five (elementary school grades), the majority of respondents included Integrated Science among their selections, with 67 to 75 percent selecting it within each of these grade levels. For the middle school grades six through eight, the most preferential content domain differed by grade level. In grade six, the preferences were for Integrated Science followed by Earth and Space Science. In grade seven, both Integrated and Biological Science/Life Science were picked by about 50 percent of the respondents (who chose grade seven and responded to this survey item). For grade eight, a similar pattern is seen, but for Integrated Science and Physical Science. The distributions also differ by high school grade level, although

for both grades nine and ten there is a majority preference for Biological Science/Life Science. In grade eleven, the highest preference is for Physical Science, and in grade twelve, all content domains have at least 55 percent of respondents selecting them, meaning that respondents generally selected more than one content domain and there is interest in assessing content across multiple core disciplinary ideas.

Table 7.15 Summary of Selections for What Content Domain(s) Should Be Assessed in Non-ESEA Tests

Grade	Biological Science/ Life Science		Earth and Space Science		Physical Science		Integrated Science		Total Respondents
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
3	39	33%	33	28%	29	24%	90	75%	120
4	32	34%	40	43%	29	31%	63	68%	93
5	37	33%	41	37%	40	36%	75	67%	112
6	32	30%	54	50%	30	28%	64	60%	107
7	58	53%	26	24%	27	25%	56	51%	109
8	40	34%	40	34%	69	58%	64	54%	118
9	60	54%	54	48%	36	32%	50	45%	112
10	69	56%	33	27%	55	45%	46	37%	123
11	36	37%	36	37%	61	62%	47	48%	98
12	36	55%	37	56%	43	65%	39	59%	66

Note: The percentages across rows do not sum to 100 percent because survey respondents could select as many options as applicable. The percent is the count divided by the total number of respondents in that row.

The options for type of assessment differed somewhat from those provided for the ESEA-mandated tests in Part 1 of the survey. Given that ESEA-mandated tests are summative, respondents did not have to specify whether they wanted summative, formative, and/or interim testing for their selected ESEA tests in Part 1, although it is useful to note that summative tests can sometimes be used for formative purposes.

However, for Part 2, respondents were asked for any additional science tests they would like, including specifying for what purpose(s) they will be used. The test-type questions in Part 2 also included “Computer-based,” “Computer adaptive,” “Paper-pencil,” and “Other.”

Table 7.16 summarizes the selections for test type for each selected non-ESEA-tested grade level. Among the computer-based, computer adaptive, and paper-pencil selections, respondents favored either of the computer mode test types over paper-pencil across all grade levels. Among the summative, formative, and interim selections, respondents generally favored summative and formative over interim. Given that the percents sum to a number greater than 100, there is a general interest in having assessments that serve multiple uses or distinct assessments for each use.

Table 7.16 Summary of Selections for Which Type(s) of Assessments Should Be Administered in Each Non-ESEA Grade-level Test

Grade	Computer-based		Computer adaptive		Paper-pencil		Summative		Formative		Interim		Other		Total
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
3	60	49%	67	54%	43	35%	53	43%	61	50%	21	17%	4	3%	123
4	45	45%	55	56%	34	34%	41	41%	45	45%	24	24%	3	3%	99
5	57	50%	64	56%	35	31%	60	53%	40	35%	21	18%	9	8%	114
6	54	48%	70	63%	31	28%	55	49%	46	41%	17	15%	4	4%	112
7	61	54%	73	65%	29	26%	57	50%	45	40%	21	19%	5	4%	113
8	66	55%	81	67%	37	31%	68	56%	49	40%	23	19%	7	6%	121
9	62	53%	76	65%	30	26%	70	60%	44	38%	25	21%	6	5%	117
10	70	54%	78	60%	33	25%	68	52%	47	36%	25	19%	9	7%	130
11	51	52%	68	69%	24	24%	55	56%	41	41%	13	13%	5	5%	99
12	46	66%	51	73%	23	33%	46	66%	25	36%	16	23%	6	9%	70

Note: The percentages across rows do not sum to 100 percent because survey respondents could select as many options as applicable. The percent is the count divided by the total number of respondents in that row.

Alternate Assessments

The second section of Part 2 of the online survey asked respondents to select additional grade levels (from those selected for ESEA testing in Part 1) for which they would like testing, specifically for students with severe cognitive disabilities who are currently tested with the CAPA. After making the grade-level selections, they were then asked how content should be assessed and given space to write in a rationale for their selection. Only 12 to 25 respondents provided rationales for this selection at each grade level. Accordingly, analysis of these rationales is not given in this report.

As shown in Table 7.17, only 227 of the total 422 survey respondents selected any additional (non-ESEA) grade levels for assessing students with severe cognitive disabilities. Respondents were allowed to select as many grade levels as they felt applicable. Just less than half ($n=109$, 48%) selected only one grade level, and just over half ($n=118$, 52%) selected more than one grade level. There was no majority preference for any particular grade level, but grade eight had the highest proportion at 41 percent. As Table 7.17 shows, all other grade levels had between 13 and 33 percent, with grades three and four having the lowest respondent preference.

Table 7.17 Summary of Selections of Grade Levels to Test Students with Severe Cognitive Disabilities for Non-ESEA Purposes

Grade	Count	Percent
3	29	13%
4	30	13%
5	75	33%
6	48	21%
7	39	17%
8	92	41%
9	45	20%
10	49	22%
11	61	27%
12	42	19%
Total Respondents	227	

Note: The percents do not sum to 100 percent because survey respondents could select as many options as applicable. The percent is the count divided by the total number of respondents.

As in the first section of Part 2 of the online survey, respondents were subsequently asked how content should be assessed for each selected grade level. In this case, respondents were always provided with the same three options: “Integrated,” “End-of-year,” and “Other.” For all grade levels, the “Other” option was rarely selected. As shown in Table 7.18, the majority preference for Integrated or end-of-year varies by grade level. Note that the sum of the Integrated and end-of-year selections exceeds 100 percent for each grade level as some respondents selected both of these ways of assessing content.

Table 7.18 Summary of Selections for How Content Should Be Assessed for Students with Severe Cognitive Disabilities on Additional, Non-ESEA Grade-level Tests

Grade	Integrated		End-of-year		Other		Total Respondents
	Count	Percent	Count	Percent	Count	Percent	
3	19	70%	11	41%	1	4%	27
4	20	71%	12	43%	0	0%	28
5	34	48%	45	63%	1	1%	71
6	27	61%	21	48%	0	0%	44
7	15	42%	28	78%	0	0%	36
8	42	49%	55	65%	2	2%	85
9	22	51%	25	58%	3	7%	43
10	23	51%	27	60%	1	2%	45
11	30	52%	35	60%	2	3%	58
12	14	36%	30	77%	0	0%	39

Note: The percents do not sum to 100 percent because survey respondents could select as many options as applicable. The percent is the count divided by the total number of respondents in that row.

7E. Summary of Part 3 Responses on Measurement Considerations

In Part 3 of the online survey, respondents were asked to reflect on a few measurement considerations related to test administration sampling designs of test items and examinees, and what scoring procedure should be used for open-ended test questions. They were then asked to provide rationales for each of their selections. These selected and open-ended responses are summarized in the following subsections.

Test Administration Sampling Designs

Respondents were asked to consider two test administration sampling designs: matrix sampling, which involves assigning students different subsets of items that represent portions of the tested standards, and population sampling, which involves selecting a representative sample of students within a grade level to take the assessments each year. They were provided with definitions of each of these designs (see Appendix I for full definitions and specific survey questions) and asked whether each design should be used in administering CAASPP science assessments. They could select “yes,” “no,” or “not sure” exclusively (they could not select more than one option) and were then asked to provide a rationale for their selection.

Figure 7.4 provides the breakdown of responses to the survey questions on using matrix sampling (Panel A) and population sampling (Panel B). Of all 422 survey respondents, 410 responded to the matrix-sampling question and 408 to the population-sampling question. For matrix sampling, the responses were almost evenly divided among the three options, whereas for population sampling, the majority of respondents (57%) were against population sampling.

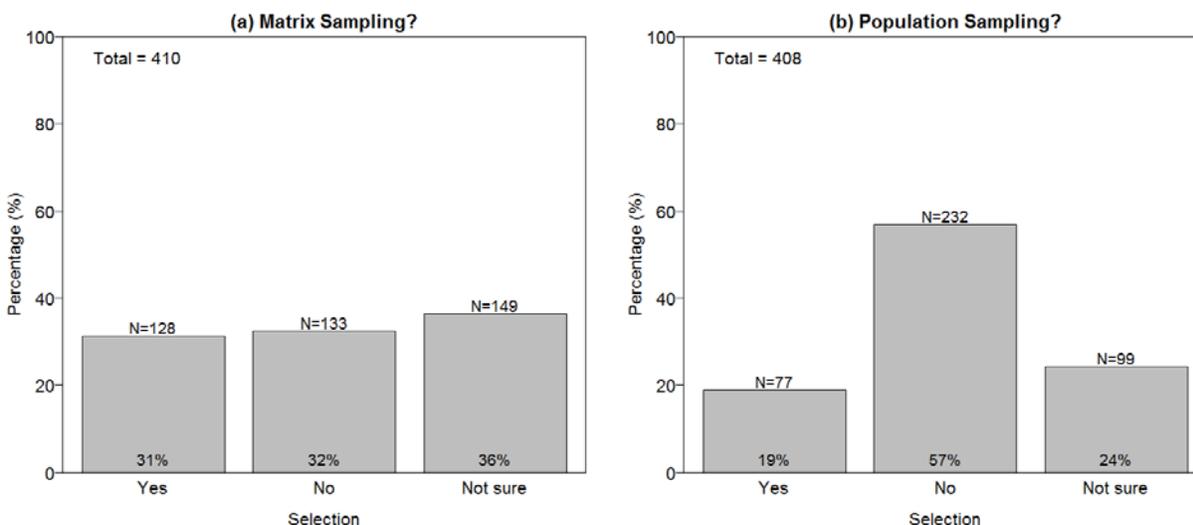


Figure 7.4 Barplots Showing Breakdown to Responses to Survey Questions on Using Matrix Sampling in CAASPP Science Assessments (Panel A) or Population Sampling (Panel B)

The rationales for the preferences for matrix sampling and population sampling were each analyzed given the response—all the rationales for “yes” to matrix sampling were analyzed together and then all for “no.” Rationales for “not sure” tended to simply reiterate that respondents were not sure and/or did not have enough information or expertise to provide an informed selection. Common themes were then identified within each group of rationales, and rationales were coded by which common themes they included: some rationales specified several common themes and others were unique and did not fall within any of the common themes. The same procedure was then used for analyzing the rationales for population sampling.

Of the 128 respondents who indicated matrix sampling should be used, 87 provided rationales. The most common themes that appeared in these rationales were:

- Lowers the testing burden ($n=28$),
- Useful to use to inform aggregate decisions such as program evaluation ($n=28$),
- Allows for testing more standards and/or can better assess the NGSS ($n=22$),
- Provides more valid, accurate, or statistically sound results ($n=8$),
- Allows for including more complex tasks in the assessments ($n=6$), and
- Allows for depth over breadth ($n=5$).

Of the 133 respondents who indicated matrix sampling should not be used, 104 also gave rationales. The common themes that appeared for not using matrix sampling were:

- Values giving individuals scores, identifying individual strengths/weaknesses, and tracking student growth, but has concerns that matrix sampling would preclude such inferences ($n=29$),
- Has concerns with accuracy and fairness of sampling (e.g., that certain types of students would receive certain standards) ($n=22$),
- Values testing students on the *same* standards (with the same test) ($n=15$),
- Values testing *all* students on *all* standards ($n=10$),

- Values using test scores to inform instruction, but has concerns that matrix sampling would preclude such test use ($n=10$),
- Values fair comparisons among students and the belief that matrix sampling does not allow for comparability ($n=10$), and
- Has concerns that matrix sampling is not accurate for small samples ($n=4$).

For the population sampling question, only 77 respondents indicated it should be used and only 48 provided a rationale for why they supported its use. The common themes in these rationales in favor of population sampling were:

- Provides information on key demographic groups and promotes equity ($n=19$),
- Is cost effective ($n=4$),
- Reduces the testing burden ($n=4$),
- Informs instructors and curriculum developers ($n=4$), and
- Informs aggregate-level decisions ($n=4$).

In addition, three respondents' rationales revealed that they mistakenly believed population sampling meant sampling all students (i.e., the full population) or census testing.

Of the 232 respondents who were against using population sampling, 164 explained their choice. The following common themes emerged from these rationales:

- Values testing *all* students ($n=59$),
- Has concerns on accuracy, fairness, and equity of sampling (e.g., belief that it is unfair to generalize performance of a group based on a selected subset of that group) ($n=55$),
- Values providing feedback to students, teachers, schools, or LEAs, but has concerns that population sampling would preclude this use of test score data ($n=28$),
- Values using test scores to inform instruction, but has concerns that population sampling would preclude such test use ($n=11$),
- Suggests that instead of using population sampling, data analysts/researchers can sample from test scores *after* testing all students ($n=10$),
- Has concerns that population sampling complicates test administration (e.g., what to do with non-test-takers during testing periods) ($n=7$),
- Has concerns that it places the testing burden on the selected subset ($n=6$),
- Has concerns that it is just politics or a political game ($n=4$),
- Has concerns that it de-motivates students to perform well on the test and/or in science class ($n=4$), and
- Has concerns on not getting information on the subset that was not tested ($n=4$).

Scoring Procedures

In addition to questions about test administration sampling designs, respondents were asked which scoring procedure they thought should be used for scoring open-ended items on the CAASPP science assessments. Respondents could select one option among five choices: automated scoring, centralized scoring, remote scoring, local scoring, and other. They were then asked to provide a rationale for their selection. As with the rationales for the test administration

sampling designs, the scoring procedure rationales were grouped based on response and then analyzed for common themes.

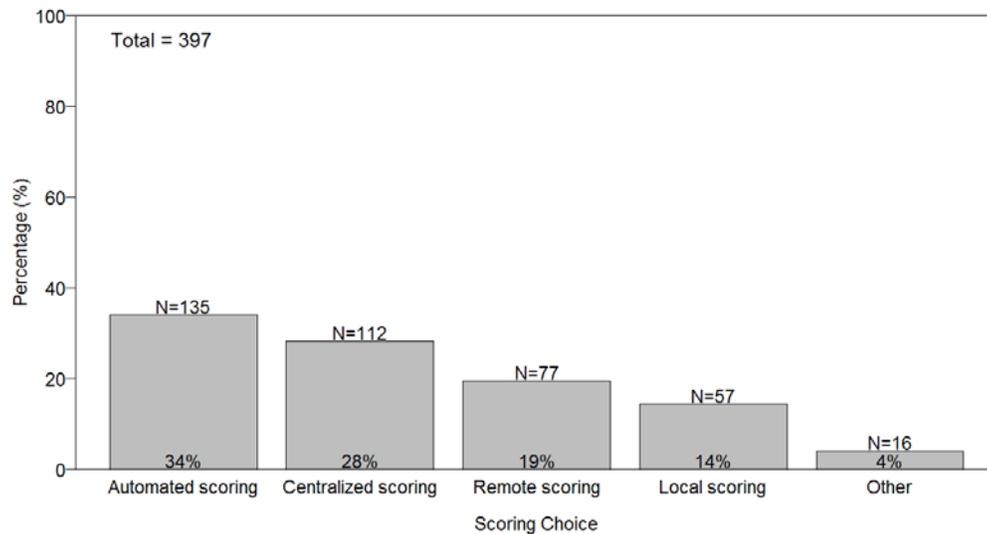


Figure 7.5 Barplot Showing Breakdown of Preferred Scoring Choice for Open-ended Test Items

Figure 7.5 gives the breakdown of respondent selections to this survey question on preferred scoring procedure. The scoring procedure options are ordered from most to least preferred in Figure 7.5. This figure shows that the most preferred scoring choice was automated scoring, with 135 (34%) out of the 397 who responded to this question selecting it. The next most preferred scoring choice was centralized scoring, with 28 percent, followed by remote scoring with 19 percent. Local scoring had the lowest support among the four provided scoring procedures. Sixteen (4%) of respondents selected “Other” and wrote in their preference. These preferences generally mentioned some combination of the four provided scoring procedures or had responses like “not sure,” “depends on the questions,” “depends on the reliability,” “regional scoring,” and “live scoring.” Given the diversity of responses and that only 13 respondents provided rationales for their “Other” choice, further analysis of these rationales is not provided.

Of the 135 respondents who selected automated scoring, 76 provided rationales. The most common themes in these rationales in support of automated scoring were:

- Provides more fair/objective (or less biased) scoring ($n=28$),
- Provides faster/more timely feedback ($n=28$),
- Is cost effective ($n=12$),
- Is better than local scoring in that it can provide invalid/biased results and subjectivity in scoring ($n=6$),
- Is sophisticated enough now and reaching reliability levels of humans ($n=5$), and
- Alleviates burden on local teachers to score ($n=4$).

For centralized scoring, the next most popular scoring procedure, 77 out of the 112 who selected it also gave explanations. The main reasons for selecting centralized scoring were:

- Promotes training of raters and working together ($n=19$),
- Provides more fair/objective (or less biased) scoring ($n=16$),

- Expresses distrust in automated scoring ($n=14$),
- Is better than local scoring in that it can provide invalid/biased results and subjectivity in scoring ($n=10$),
- Believes that centralized scoring is used for scoring AP and/or the Golden State Exams ($n=9$),
- Provides faster/more timely feedback ($n=4$), and
- Is easier to monitor ($n=4$).

Remote scoring was preferred by 77 respondents, and 59 of them explained this preference. The common themes that arose in these rationales in support of remote scoring were:

- Minimizes bias/more consistent/less subjective ($n=22$),
- Values human raters and is wary of automated scoring ($n=11$),
- Is cost effective (especially in comparison with centralized scoring, as there are no travel or lodging expenses) ($n=10$),
- Is better than local scoring that can provide invalid/biased results and subjectivity in scoring ($n=8$),
- Allows more eligible raters to participate (as there are no geographical constraints) ($n=8$),
- Believes that it is used and works with College Board/AP scoring ($n=5$),
- Is the most flexible scoring option ($n=5$), and
- Provides faster/more timely feedback ($n=4$).

Although at least some respondents who were in favor of automated, centralized, or remote scoring expressed distrust for local scoring, 57 of the survey respondents selected it and 33 provided rationales supporting their choice. These rationales had the following common themes:

- Allows for geography and demographic composition to be taken into account ($n=8$),
- Provides feedback to teachers ($n=8$),
- Provides faster/more timely feedback ($n=6$),
- Is wary of/does not trust automated scoring ($n=4$),
- Involves training and oversight ($n=4$),
- Believes teachers know their students best ($n=3$),
- Does not trust centralized scoring ($n=3$), and
- Provides professional development to teachers ($n=3$).

7F. Summary of Part 4 Responses on Overall Feedback on the Future Science Assessment System

In Part 4 of the online survey, respondents were asked to provide overall feedback on the future CAASPP science assessments. This part of the survey included one selected-response item and two open-ended items asking respondents to express any other considerations they had on this future assessment system. The two open-ended questions were analyzed together as respondents tended to provide their considerations in one or the other of the provided text boxes.

The selected-response item asked respondents to select what their most important considerations were in the design of the California science assessments. Table 7.19 provides the options that respondents were given and the counts of respondents who selected each. For this item, respondents were allowed to select as many options as they felt were important to them. In general, respondents selected more than one important consideration: 70 percent selected multiple considerations. The only option that was selected exclusively was the most-selected consideration of “Including items that closely represent real-life science scenarios and thinking processes.” Of the 361 of respondents (89%) who included this consideration among their selections, 121 selected it exclusively. The second most-selected response among respondent selections was “Reducing testing time for students,” with 193 respondents selecting it. The “Assessing each tested student on the entire range of California NGSS for grade (grade span)” option was selected by 111 respondents, and the “Maximizing the number of grade levels that are assessed” option was selected by the fewest number of respondents, 86.

Table 7.19 Summary of Selections of Important Considerations for the Future CAASPP Science Assessments

Important Considerations	Count	Percent
Including items that closely represent real-life science scenarios and thinking processes	361	89%
Reducing testing time for students	193	47%
Assessing each tested student on the entire range of California NGSS for grade (grade span)	111	27%
Maximizing the number of grade levels that are assessed	86	21%
Total Respondents	407	

Note: The percents do not sum to 100 percent because survey respondents could select as many options as applicable. The percent is the count divided by the total number of respondents.

For the open-ended “other considerations” questions, 172 respondents provided responses. These responses had the following common themes:

- Emphasizes testing twenty-first century skills/real-life scenarios and skills ($n=33$),
- Emphasizes problem solving/critical thinking in assessments ($n=18$),
- Wants assessments like the Golden State Exams/performance-based/labs/practicum assessments ($n=14$),
- Wants supports for student learning/formative purposes ($n=14$),
- Emphasizes *not* taking time away from instruction/spend less time testing ($n=14$),
- Emphasizes attention to special groups such as English learners and accessibility such as keyboards skills/equity issues ($n=11$),

- Emphasizes *not* testing facts ($n=9$),
- Wants to test *all* students in *all* grades ($n=7$),
- Emphasizes college and career readiness skills ($n=6$),
- Wants timely turnaround of score reporting ($n=5$),
- Emphasizes *not* focusing on particular content domains ($n=4$),
- Emphasizes testing science earlier in elementary school so science would get taught ($n=3$), and
- Emphasizes providing useful information to schools and parents/guardians ($n=3$).

Section 8: Suggestions for Interpretation and Development of Recommendations

Through the CAASPP Science Stakeholder Meetings and online survey, stakeholders from across California had the opportunity to provide their input on various aspects of a new California science assessment system. The group discussions at the meetings and survey responses suggest that California science assessment stakeholders, including parents/guardians, educators, administrators, experts in assessing English learners or students with disabilities, and higher education experts are all invested in having a rich California science assessment system that is aligned to the California NGSS. Although stakeholders brought their own expertise and priorities to bear in the group discussions and survey responses, several common recommendations and rationales surfaced.

8A. Suggestions for Federally Mandated ESEA Testing

Suggested Grade Levels

For the federally mandated (ESEA) testing in science for the three grade spans—grades three to five, six to nine, and ten to twelve—the meeting stakeholder group and survey respondents considered which grades to assess, what content to assess, what type of test to administer, and which item types to include. Over the 12 meeting groups and 422 survey respondents, the most frequently recommended grade levels within each grade span were grades five, eight, and eleven, respectively. For both grades five and eight, an often-cited rationale across the discussion groups and survey respondents was that these tests would serve as capstone/culminating/summative assessments of elementary and middle school science instruction. Supporters of ESEA testing in grade eleven often articulated that this would allow students to receive more of their required high school science instruction, or to have completed it altogether.

Suggested Content Domain

Both the groups at the meeting and individual survey respondents tended to favor integrated science assessments across grades and content domains. In the meeting discussions of what content to assess on the ESEA tests, groups tended to favor assessing California NGSS performance expectations over all the grades within a particular ESEA grade span as opposed to grade-specific performance expectations. Survey respondents were asked to select specific content domains to assess. They typically included Integrated Science in their selections or selected all three content domains that correspond with the NGSS core disciplinary ideas (Biological Science/Life Science, Earth and Space Science, and Physical Science) because they generally wanted students to have foundational knowledge across all core disciplinary ideas. Survey respondents supporting grade eleven testing also favored assessing Biological Science/Life Science, a common high school science course, in addition to Integrated Science.

Suggested Test Types

In general, stakeholders at the meetings and individual survey respondents both preferred computer-delivered assessments over paper-pencil tests. Specifically, the meeting groups showed a strong preference for computer-adaptive testing for providing potentially shorter tests and more precise scores. Similarly, survey respondents showed a strong preference for both computer-adaptive and computer-based testing. Some of the meeting groups and survey respondents also

expressed interest in having a paper-pencil option for testing (in addition to a computer-delivered test).

Suggested Item Types

To best assess the three dimensions of the NGSS, meeting groups generally favored performance-based “hands-on” and “virtual” tasks with limited use of discrete multiple-choice items. Survey respondents also expressed an interest in such performance-based tasks and de-emphasized including items that only require memorization of facts. They also showed strong preferences for including a variety of item types—constructed-response, selected-response, task-centered, and technology-enhanced items—to provide access to all students and best assess multiple levels of cognition.

8B. Suggestions for Non-ESEA Testing

Meeting stakeholder groups and survey respondents also provided feedback on additional, non-ESEA testing. These recommendations are more diverse in their grade-level preferences, specific content to assess, test types, and item types. Overall, there is interest in including summative, formative, and interim non-ESEA testing or tools (e.g., item banks) to inform instruction and provide information on students’ science proficiency as they progress through their K–12 science instruction.

8C. Suggestions for Administering Alternate Assessments

Meeting stakeholder groups and survey respondents were also asked to provide feedback on administering alternate assessments to students with severe cognitive disabilities. The meeting groups generally recommended assessing this student group only at the same grade levels as those chosen to meet ESEA requirements to reduce the testing burden and to use tests similar to the current CMA and CAPA. Only about half of the survey respondents (227 out of 422) selected any grade level for additional, non-ESEA testing for this student group. No grade level was selected by a majority of these respondents: grades three and four were selected by the lowest proportion with 13 percent and grade eight with the highest proportion at 41 percent.

8D. Conclusion

Overall, California science stakeholder meeting groups and individual survey respondents often expressed similar preferences for a new California science assessment system. In addition, the meeting discussions and survey respondent rationales typically touched on several of the same underlying reasons for particular preferences. Given that only 18 percent (74 out of 422) of the survey respondents also attended one of the meetings, the common recommendations from these two events are not simply due to shared experiences, but rather, reflect the primary considerations and values of a large portion of the California science stakeholder community.

In summary, for ESEA testing, stakeholder meeting groups and survey respondents primarily recommend testing in grades five, eight, and eleven using a computer-delivered, integrated science assessment with a variety of item types that allow for students to demonstrate proficiency in science.

Appendix A: Organizations Contacted for Participant Recruitment

Organizations that were contacted to recruit meeting participants:

- American Association for the Advancement of Science (AAAS)
- American Association of Physics Teachers (AAPT)
- Association for Science Teacher Education (ASTE)
- Bechtel
- California Alliance of African American Educators (CAAAE)
- California Association of Bilingual Educators (CABE)
- California Association of Resource Specialists (CARS+)
- California Educational Research Association (CERA)
- California English Language Development Test (CELDT) District and Site Coordinators
- California Parent Teacher Association (PTA)
- California Science Teacher Association (CSTA)
- Chevron
- National Association for Research in Science Teaching (NARST)
- National Association of Biology Teachers (NABT)
- National Earth Science Teachers Association (NESTA)
- Project Lead The Way (PLTW)
- Regional Assessment Network (RAN)
- Science Expert Panel (SEP)
- Special Education Local Plan Area (SELPA)
- Technical Advisory Group (TAG)

Appendix B: Transcript of the Participant Application



2014 CAASPP Science Stakeholder Meeting Application

The California Department of Education (CDE), in collaboration with Educational Testing Service (ETS), is gathering input from stakeholders regarding science assessments aligned to the newly adopted science standards, called the Next Generation Science Standards (NGSS).

The input from stakeholders will be shared with State Superintendent of Public Instruction Tom Torlakson as he prepares recommendations for the California State Board of Education (SBE) for the new science assessments.

Two 2-day meetings will be held at the Hilton Arden West Hotel in Sacramento. The first meeting is scheduled to take place on **July 15 and 16, 2014**, and the second meeting is scheduled to take place on **July 17 and 18, 2014**. Each meeting day will be approximately eight hours long. Participants will be expected to attend both days of the two-day meeting. Travel and other expenses related to your participation will be provided.

If you are interested in participating in a meeting, please proceed with the application. If you have any questions, please contact the ETS CAASPP Program Coordinator, by e-mail or by phone.

Personal Information

Name

<input type="text"/>	<input type="text"/>	<input type="text"/>
First Name	Last Name	Suffix

E-mail

Mailing Address

<input type="text"/>		
<input type="text"/>		
<input type="text"/>	<input type="text"/>	<input type="text"/>
City	State	Zip Code

Phone

Which of the following best describes your role as a stakeholder? (Please check all that apply.)

- California K–12 teacher
- California K–12 administrator
- Higher education expert
- Expert in assessing English learners
- Expert in assessing students with disabilities
- Measurement expert
- Parent
- STEM professional
- Scientist, engineer and/or researcher
- Other:

Do you have any children currently enrolled in a public school in California?

[This question only appears if the "Parent" option is marked for "Which of the following best describes your role as a stakeholder?"]

- Yes No

Are you currently teaching or have you taught at a K–12 school in California?

- Yes No

Are you currently teaching or have you taught at a college/university level?

- Yes No

Organizational Affiliations: (Please check all that apply.)

- American Association for the Advancement of Science (AAAS)
- American Association of Physics Teachers (AAPT)
- Association for Science Teachers Education (ASTE)
- Bechtel
- California Alliance of African American Educators (CAAAE)
- California Association of Bilingual Educators (CABE)
- California Association of Resource Specialists (CARS+)
- California Educational Research Association (CERA)
- California English Language Development Test (CELDT)
- California Parent Teacher Conference (PTA)
- California Science Teacher Association (CSTA)
- California Special Education Local Plan Areas (SELPA)
- California Department of Education (CDE) Technical Advisory Group (TAG)
- CDE Curriculum and Instruction Steering Committee (CISC)
- CDE Science Expert Panel (SEP)
- Chevron
- National Association for Research in Science Teaching (NARST)
- National Association of Biology Teachers (NABT)
- National Earth Science Teachers Association (NESTA)
- Project Lead the Way (PLTW)
- Regional Assessment Network (RAN)
- None of the Above
- Other:

Personal Education

Please list any undergraduate and postgraduate degrees obtained, most recent first.

Name of Institution	Degree Obtained	Year Completed
<input type="text"/>	<input type="text" value="▼"/>	<input type="text"/>

[Options for the "Degree Obtained" dropdown box are AA, BA, MA, EdD, and PhD]

Major

Name of Institution	Degree Obtained	Year Completed
<input type="text"/>	<input type="text" value="▼"/>	<input type="text"/>

[Options for the "Degree Obtained" dropdown box are AA, BA, MA, EdD, and PhD]

Major

Name of Institution	Degree Obtained	Year Completed
<input type="text"/>	<input type="text" value="▼"/>	<input type="text"/>

[Options for the "Degree Obtained" dropdown box are AA, BA, MA, EdD, and PhD]

Major

Name of Institution	Degree Obtained	Year Completed
<input type="text"/>	<input type="text" value="▼"/>	<input type="text"/>

[Options for the "Degree Obtained" dropdown box are AA, BA, MA, EdD, and PhD]

Major

Teaching Credentials

[Only those who have marked "Yes" option for "Are you currently teaching or have you taught at a K-12 school in California?" in "Personal Information" will see this page.]

NOTE: If you don't remember your teaching credential number, you may look it up at

Credential Type	Credential Number
Subject(s) <input type="text"/>	<input type="text"/>
<input type="text"/>	

[Dropdown with Elementary (Multiple Subject), Secondary (Single Subject) and Special Education as options]

Expiration Date	
Month <input type="text"/>	Year <input type="text"/>

Credential Type	Credential Number
Subject(s) <input type="text"/>	<input type="text"/>
<input type="text"/>	

[Dropdown with Elementary (Multiple Subject), Secondary (Single Subject) and Special Education as options]

Expiration Date	
Month <input type="text"/>	Year <input type="text"/>

Credential Type	Credential Number
Subject(s) <input type="text"/>	<input type="text"/>
<input type="text"/>	

[Dropdown with Elementary (Multiple Subject), Secondary (Single Subject) and Special Education as options]

Expiration Date	
Month <input type="text"/>	Year <input type="text"/>

Teaching Experience

[Only those who have marked "Yes" option for "Are you currently teaching or have you taught at a K–12 school in California?" or "Yes" for "Are you currently teaching or have you taught at a college/university level?" in "Personal Information" will see this page.]

List up to 3 experiences with the most recent first.

1) Subject(s)

[Drop down with Physical Science; Biological Science; Earth Science; Integrated Science; Chemistry; Physics; Biology; Mathematics; English–Language Arts; Earth, Planetary, or Environmental Science; Multiple Subjects (K–5); and Other as options]

- If "Other" was selected, please specify subject(s) taught.
- [Only appears if "Other" for previous dropdown was selected]

Total Number of Years Taught

- Population(s) Served

- General Education
- Bilingual Education
- Special Education

-

- Level

- | | | |
|---|----------------------------------|-----------------------------------|
| <input type="checkbox"/> Kindergarten | <input type="checkbox"/> Grade 5 | <input type="checkbox"/> Grade 10 |
| <input type="checkbox"/> Grade 1 | <input type="checkbox"/> Grade 6 | <input type="checkbox"/> Grade 11 |
| <input type="checkbox"/> Grade 2 | <input type="checkbox"/> Grade 7 | <input type="checkbox"/> Grade 12 |
| <input type="checkbox"/> Grade 3 | <input type="checkbox"/> Grade 8 | |
| <input type="checkbox"/> Grade 4 | <input type="checkbox"/> Grade 9 | |
| <input type="checkbox"/> College/University level | | |

- Check all that apply

2) Subject(s)

[Drop down with Physical Science; Biological Science; Earth Science; Integrated Science; Chemistry; Physics; Biology; Mathematics; English–Language Arts; Earth, Planetary, or Environmental Science; Multiple Subjects (K–5); and Other as options]

- If "Other" was selected, please specify subject(s) taught.
- [Only appears if "Other" for previous dropdown was selected]

Total Number of Years Taught

- **Population(s) Served**

- General Education
- Bilingual Education
- Special Education

-

- **Level**

- | | | |
|---|----------------------------------|-----------------------------------|
| <input type="checkbox"/> Kindergarten | <input type="checkbox"/> Grade 5 | <input type="checkbox"/> Grade 10 |
| <input type="checkbox"/> Grade 1 | <input type="checkbox"/> Grade 6 | <input type="checkbox"/> Grade 11 |
| <input type="checkbox"/> Grade 2 | <input type="checkbox"/> Grade 7 | <input type="checkbox"/> Grade 12 |
| <input type="checkbox"/> Grade 3 | <input type="checkbox"/> Grade 8 | |
| <input type="checkbox"/> Grade 4 | <input type="checkbox"/> Grade 9 | |
| <input type="checkbox"/> College/University level | | |

- Check all that apply

-

3) **Subject(s)**

[Drop down with Physical Science; Biological Science; Earth Science; Integrated Science; Chemistry; Physics; Biology; Mathematics; English–Language Arts; Earth, Planetary, or Environmental Science; Multiple Subjects (K–5); and Other as options]

- **If “Other” was selected, please specify subject(s) taught.**

- [Only appears if “Other” for previous dropdown was selected]

-

-

- **Total Number of Years Taught**

-

- **Population(s) Served**

- General Education
- Bilingual Education
- Special Education

-

- **Level**

- | | | |
|---|----------------------------------|-----------------------------------|
| <input type="checkbox"/> Kindergarten | <input type="checkbox"/> Grade 5 | <input type="checkbox"/> Grade 10 |
| <input type="checkbox"/> Grade 1 | <input type="checkbox"/> Grade 6 | <input type="checkbox"/> Grade 11 |
| <input type="checkbox"/> Grade 2 | <input type="checkbox"/> Grade 7 | <input type="checkbox"/> Grade 12 |
| <input type="checkbox"/> Grade 3 | <input type="checkbox"/> Grade 8 | |
| <input type="checkbox"/> Grade 4 | <input type="checkbox"/> Grade 9 | |
| <input type="checkbox"/> College/University level | | |

-

- Check all that apply

-

-

-

-

Have you ever taught students from disadvantaged and/or underrepresented backgrounds?

Yes No

Years Taught

[If previous is marked 'yes', then will appear.]

Have you ever taught English learners?

Yes No

Years Taught

[If previous is marked 'yes', then will appear.]

Have you ever taught students with severe cognitive disabilities?

Yes No

Years Taught

[If previous is marked 'yes', then will appear.]

Employment

Current Position

Employer

Are you working for a school and/or local educational agency (LEA)?

- Yes No

School [Only appears if answer to previous is Yes]

Be sure to include the full name of your school. Please do not use initialisms.

LEA [Same]

Be sure to include the full name of your LEA. Please do not use initialisms.

Current LEA type [Same; drop down options: Urban, Suburban, and Rural]

Professional Experience

Please rate your familiarity with the Next Generation Science Standards.

- 1
- 2
- 3
- 4
- 5

1 = Not at all familiar; 5 = very familiar

Please provide any further information about your professional background that relates to the work of this meeting. (For example, coursework or training in science and/or assessments, programs implemented, etc.)

Please list any applicable local, state, and national professional organizations to which you belong that relate to the work of this meeting. (Please do not use initialisms.)

Demographic Data

Gender

- Male Female

Is Spanish your native language?

- Yes No

Ethnic Background

- Asian
 Black or African American
 Hispanic or Latino
 White
 Other:

Appendix C: Recommendations Outside the Scope of the Meetings

Many of the stakeholders participating in the meetings provided recommendations on how to handle various issues related to science assessment but were outside the purview of these meetings. These recommendations are as follows:

- Provide ready-to-use practice assessments to teachers.
- Focus on the Science and Engineering Practices domain of the NGSS at all grade levels.
- Build an item bank for use at the school level that teachers can access to assess where students are in the learning progression of a particular science topic.
- At the LEA/school level, mandate science journals for each grade level that students will be required to carry to the next grade level for use in content review.
- Provide boxes of lab material for use in a PT assessment to encourage a hands-on lab experience in all classrooms.
- Administer an early (fall) summative assessment to provide teachers with a benchmark of student progress.
- Shorten the length of the assessment to reduce loss of instruction time.
- Delay high-stakes assessments at least one year after the frameworks are developed and adopted to provide teachers with time to acquire professional development and implement new curriculum.
- Restructure assessments to feel more like a game to gain student buy-in; for example, include a visible score that can be seen during a game-type assessment.

Appendix D: General Session PowerPoint



2014 CAASPP
Science Stakeholders

Appendix E: Group Session PowerPoint and Handouts



2014 CAASPP
Science Stakeholders



Handout1_CBT



Handout2_CR Items



Handout3_NGSS
Reiser

Appendix F: Group Discussion Questions

Group Recommendations

- 1. What will a California NGSS Assessment look like, measure, and require? *For each question, please provide a detailed rationale, citing both benefits and limitations of choice, based on evidence-based experience and best assessment practices.***
 - 1a.** At which grade level, within each grade span (three through five, six through nine, ten through twelve), as referenced in 60640(b), should an NGSS assessment be administered?
 - 1b.** What science content domains (Life Science, Physical Science, Earth and Space Science, Integrated Domains) should be targeted for assessment at each of the grade levels proposed in 1a?
 - 1c.** At what grade levels, in addition to those proposed in 1a, should a science assessment be administered?
 - 1d.** What science content domains (Chemistry, Physics, Biology, Earth Science, Environmental Science, Engineering, etc.) should be targeted for assessments at each of the grade levels proposed in 1c?
 - 1e.** What type of assessments (computer-based, computer-adaptive, paper-pencil, etc.) should be implemented for the subjects proposed in 1b and 1d?
 - 1f.** How will the challenges of developing questions to assess the 3 dimensions of NGSS (performance expectations) be addressed through the recommended assessment system?
 - 1g.** NGSS storylines summarize major themes in NGSS science while emphasizing the practices and cross cutting concepts within and along the continuum of learning progressions. How should major NGSS storylines within grade bands inform assessment development?
- 2. What assessment options should be considered for the California NGSS? *For each question, please provide a detailed rationale, citing both benefits and limitations of choice, based on evidence-based experience and best assessment practices.***
 - 2a.** What item types (selected-response, technology-enhanced, constructed-response, task-centered, etc.) should be administered on each assessment?
 - 2b.** If needed, what alternate California NGSS assessments should be implemented beyond the ESEA mandated grade spans (three to five, six through nine, ten through twelve)?
 - 2c.** What sampling plan possibilities are recommended? What are the benefits and limitations of this plan?

Group Consensus:

Appendix H: Acronyms, Initialisms, and Definitions

Acronyms and Initialisms

- **AAAS:** American Association for the Advancement of Science
- **AADE:** American Association of Diabetes Educators
- **AAPT:** American Association of Physics Teachers
- **AB:** Assembly Bill
- **ACS:** American Chemical Society
- **ACSA:** American School Counselor Association
- **AND:** Academy of Nutrition and Dietetics, formerly American Dietetic Association (ADA)
- **AP:** Advanced Placement
- **APHA:** American Public Health Association
- **ASCD:** Association for Supervision and Curriculum Development
- **ASTE:** Association for Science Teacher Education
- **CA:** California
- **CAAEE:** California Alliance of African American Educators
- **CAASPP:** California Assessment of Student Performance and Progress
- **CABE:** California Association of Bilingual Educators
- **CAG:** California Association for the Gifted
- **CAPA:** California Alternate Performance Assessment
- **CARS+:** California Association of Resource Specialists
- **CAT:** Computer-adaptive testing
- **CBT:** Computer-based testing
- **CCSSO:** Council of Chief State School Officers
- **CDE:** California Department of Education
- **CELDT:** California English Language Development Test
- **CERA:** California Educational Research Association
- **CISC:** Curriculum and Instruction Steering Committee
- **CMA:** California Modified Assessment
- **CSP:** California Science Project
- **CST:** California Standards Test
- **CSTA:** California Science Teacher Association
- **CUE:** Computer-Using Educators
- **DCI:** Disciplinary Core Idea
- **EC:** *Education Code*
- **EL:** English Learner
- **EOC:** End-of-Course

- **EOY:** End-of-Year
- **ES:** Elementary School
- **ESEA:** Elementary and Secondary Education Act
- **ETS:** Educational Testing Service
- **F:** Formative
- **GL:** Grade Level
- **GLOBE:** Global Legislators Organization for a Balanced Environment
- **HOT:** Hands-on Task
- **HS:** High School
- **I:** Interim
- **IB:** Item Bank
- **INT:** Integrated
- **K:** Kindergarten
- **LP:** Learning Progression
- **LS:** Life Science
- **MS:** Middle School
- **MSg:** Multistage
- **NABT:** National Association of Biology Teachers
- **NAGT:** National Association of Geoscience Teachers
- **NARST:** National Association for Research in Science Teaching
- **NBCT:** National Board Certified Teachers
- **NCEO:** National Center on Educational Outcomes
- **NCHEC:** National Commission for Health Education Credentialing
- **NESTA:** National Earth Science Teachers Association
- **NGA:** National Governors Association
- **NGSS:** Next Generation Science Standards
- **NMLSTA:** National Middle Level Science Teachers Association
- **NRC:** National Research Council
- **NSTA:** National Science Teachers Association
- **PARCC:** Partnership for Assessment of Readiness for College and Careers
- **PDF:** Portable Document Format
- **PE:** Performance Expectation
- **PL:** Performance Level
- **PLD:** Performance Level Descriptor
- **PLTW:** Project Lead the Way
- **P/P:** Paper/Pencil Test *or* Paper-pencil Test

- **PPT:** PowerPoint Presentation
- **PT:** Performance-based Task
- **PTA:** Parent Teacher Association
- **RAN:** Regional Assessment Network
- **S:** Summative
- **SBE:** State Board of Education
- **SCAS²:** Southern California Association of Science Specialists
- **SDSA:** San Diego Science Alliance
- **SDSEA:** San Diego Science Educators Association
- **SELPA:** Special Education Local Plan Area
- **SEP:** Science Expert Panel
- **SIM:** Simulation
- **SLT:** Strategic Leadership Team
- **SPPI:** State Superintendent of Public Instruction
- **SRT:** State Review Team
- **STAR:** Standardized Testing and Reporting
- **TAG:** Technical Advisory Group
- **TE:** Technology Enhanced
- **TTSC:** Technology and Telecommunications Steering Committee

Definitions

Alternate Assessment: An assessment “used to evaluate the performance of students who are unable to participate in general state assessments even with accommodations; provides a mechanism for students with the most significant cognitive disabilities, and for other students with disabilities who may need alternate ways to access assessments, to be included in an educational accountability system.” (“National Center on Educational Outcomes: *Alternates Assessments for Students with Disabilities*,” 2013, para. 1)

Benchmark Assessment: Typically a short assessment that is often given several times during the school year to provide feedback on where students are in an LP; may be used to focus science DCIs on the educational needs of individual students; see also Interim Assessment.

Census Administration: An administration of items that cover an entire domain; given to all students within a tested grade level across a state; see Figure H.1 (CDE and ETS, 2014) for a brief overview of a census administration.

CENSUS ADMINISTRATION				
STUDENTS	ITEMS			
STUDENT 1	XXXXXX	XXXXXX	XXXXXX	XXXXXX
STUDENT 2	XXXXXX	XXXXXX	XXXXXX	XXXXXX
STUDENT 3	XXXXXX	XXXXXX	XXXXXX	XXXXXX
STUDENT 4	XXXXXX	XXXXXX	XXXXXX	XXXXXX

Figure H.1 Example of a Census Administration

Computer-adaptive Test (CAT): A type of CBT where the content being measured and the measurement process are altered as the student interacts with the computer in order to configure the assessment to the student by using answers to earlier questions to determine which questions are asked next, causing the assessment to change over time as the student's performance level is assessed.

Computer-based Test (CBT): An assessment delivered via the platform of a computer or tablet.

Consortium-developed Assessment: An assessment developed through a group partnership, such as a group of states or educators (e.g., Partnership for Assessment of Readiness for College and Careers [PARCC] and the Smarter Balanced Assessment Consortium [SBAC]) that formed to accomplish a common goal.

Content Framework: A foundation for the NGSS that is based on evidence by incorporating current scientific research and effective methods for how students learn science; may be modified to meet the particular needs of a state's student population; identifies the science content that K–12 students should know.

Crosscutting Concept: A concept that links different science domains and is applicable across all science domains (e.g., patterns, similarity, and diversity; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter: flows, cycles, and conservation; structure and function; stability and change) by providing “an organizational schema for interrelating knowledge from various science fields into a coherent and scientifically-based view of the world.” (“Next Generation Science Standards: *Three Dimensions*,” 2014, para. 4)

Dimension: An aspect of the NGSS (e.g., Practices, Crosscutting Concepts, and disciplinary core ideas [DCIs]).

Disciplinary Core Idea (DCI): An idea that provides a focus for aspects of science in K–12 curriculum, instruction, and assessments; is an important, broad theme across multiple domains or is an organizational concept for a single domain; provides a tool for understanding or investigating complex ideas and solving problems; relates to the interests held by or life experiences of students, or connects to society or personal concerns requiring scientific or technological knowledge; is teachable and learnable over multiple grades while having an LP.

Discrete Item: Any item that is not part of a group of items tied to a text passage or graphic; has content that is independently answerable from all other items on the assessment; see also Standalone Item.

Domain: A group of disciplinary ideas (e.g., the physical sciences; the life sciences; the earth and space sciences; and engineering, technology, and applications of science).

End-of-Course (EOC) Assessment: An assessment for courses that are content-specific and cover explicit content objectives, such as Biology, Chemistry, and Physics, and usually given at the middle and high school levels.

End-of-Year (EOY) Assessment: An assessment for courses that have grade-specific content yet may be within a single domain, such as Physical Science, or include multiple domains of science, and is usually given at the elementary and middle school levels; however, an EOY assessment may also be given at the high school level through classes that are integrated.

Formative Assessment (F): An assessment developed for learning, administered during instructional units to improve instruction and identify students' strengths/weaknesses in order to evaluate where students are at in a learning progression.

Hands-on Task (HOT): An activity that requires students to use equipment and materials in a laboratory setting to conduct a science experiment in order for the students to demonstrate investigative, problem solving, and reasoning skills by applying scientific knowledge in a complex, real-world context.

High-stakes Assessment: Any assessment that is used to make decisions about the following: students, parents/guardians, educators, administrators, schools, LEAs, states, and/or nations for the purposes of accountability (i.e., to help determine the effectiveness of an education program in preparing students for college or careers); may be used to either reward or take disciplinary action against a person or entity; often administered at a statewide or national level.

Item Bank: A collection of items to be, being, or have been used on an assessment that can be accessed by the assessment developer and owner; may include practice items that are accessible to students, parents/guardians, and educators.

Interim Assessment (I): Typically a short assessment that is often given several times during the school year to provide feedback on where students are in an LP; may be used to focus science DCIs on the educational needs of individual students; see also Benchmark Assessment.

Learning Progression (LP): An “empirically grounded and testable hypothesis about how students’ understanding of, and ability to use, core scientific concepts, explanations, and related scientific practices grow and become more sophisticated over time, with appropriate instruction.” (Corcoran, Mosher, & Rogat, 2009, p. 20)

Locally Scored Assessment: Any assessment that is developed and scored at the classroom, school, or LEA level, rather than at the statewide or national level.

Manipulative: Any tangible object, tool, model, or mechanism that can be used by a student to demonstrate PL or location within an LP while completing a PT focused on science or engineering DCIs.

Matrix Sampling: An administration of a sample of items that cover a subset of a domain; different students may receive different items within a tested grade level across a state; see Figure H.2 (CDE & ETS, 2014) for a brief overview of matrix sampling.

MATRIX SAMPLING (Item sampling)	
STUDENTS	ITEMS
STUDENT 1	XXXXXX
STUDENT 2	XXXXXX
STUDENT 3	XXXXXX
STUDENT 4	XXXXXX

Figure H.2 Example of Matrix Sampling

Multi-stage (MSg) Computer Adaptive Test (CAT): A type of assessment with multiple stages where stage difficulty level (e.g., Easy, Medium, or Hard) is determined via CAT; a routing test (first stage) is given to a student and upon student completion the student’s score determines which difficulty level of a second stage should be administered next to the student; well-performing students are assigned a second stage composed of items more difficult than those in the first stage, while struggling students are assigned a second stage composed of items easier than those in the first stage; after student completion of the second stage the assessment can either end with a final score compiled from performance across both the routing and second stages or more stages can be administered; see Figure H.3 (adapted from Davey, 2011) for a brief overview of a two-stage CAT.

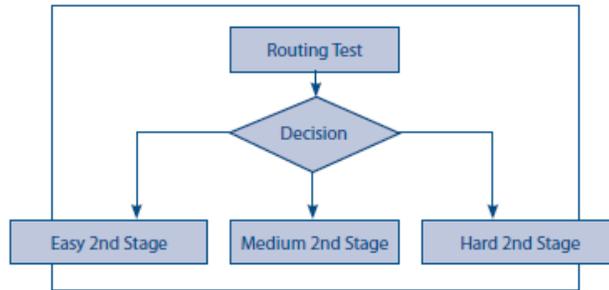


Figure H.3 Example of a Two-stage CAT

Non-ESEA Assessment: Any assessment that is outside the legal scope of the federal requirements of ESEA.

Partial Matrix Sampling: An administration of a set of items that all students are assessed with in common and a sample of items that cover a subset of a domain; different students may receive a different sample of items within a tested grade level across a state; see Figure H.4 (CDE & ETS, 2014) for a brief overview of partial matrix sampling.

PARTIAL MATRIX SAMPLING			
STUDENTS	ITEMS		
	Common		
STUDENT 1	XXX	XXX	
STUDENT 2	XXX		XXX
STUDENT 3	XXX		XXX
STUDENT 4	XXX		XXX

Figure H.4 Example of Partial Matrix Sampling

Performance Level (PL): An indicator of a student’s level of proficiency in science content and practices (e.g., basic, proficient, and advanced).

Performance Level Descriptor (PLD): A description that identifies what students should know and be able to accomplish for each level of proficiency.

Performance-based Task (PT): A task that provides an opportunity for a student to demonstrate PL in the three dimensions of the NGSS, with evidence of PL based on observations of the student who is engaged in scientific or engineering practices related to DCIs; requires the student to construct an answer, produce a product, or perform an activity; often carried out in a classroom setting due to difficulty of monitoring this type of assessment at a large scale (e.g., statewide or national).

Population Sampling: An administration of items that cover an entire domain to a representative sample of students across a state; see Figure H.5 (CDE & ETS, 2014) for a brief overview of population sampling.

POPULATION SAMPLING (Student sampling)				
STUDENTS	ITEMS			
STUDENT 1	XXXXXX	XXXXXX	XXXXXX	XXXXXX
STUDENT 2				
STUDENT 3	XXXXXX	XXXXXX	XXXXXX	XXXXXX
STUDENT 4				

Figure H.5 Example of Population Sampling

Portfolio: A collection of a student’s work gathered over the course of a unit or school year, which may include both artifacts of instruction (e.g., teaching materials) along with the student’s assessment results.

Qualitative Data: Any descriptive data that comes from conceptual observations and narratives, such as interviews and subjective opinions or feelings.

Quantitative Data: Any numerical data that results from systematic measurements, such as the metric length of an object; is often more easily analyzed mathematically or statistically.

Reporting Plan: A process by which students’ assessment scores will be distributed to the following: students, parents/guardians, educators, administrators, schools, LEAs, states, and/or nations.

Science Practice: A set of behaviors used by scientists while investigating the natural world or by engineers while designing then building models and systems.

Simulation Task (SIM): An activity that is unable to be easily recreated in a classroom setting so is delivered via a computer or tablet platform; may allow students to manipulate real-world data in a virtual environment.

Standalone Item: Any item that is not part of a group of items tied to a text passage or graphic; has content that is independently answerable from all other items on the assessment; see also Discrete Item.

Storyline: An overview of a major idea within a grade level’s standards, includes emphasis on the practices and crosscutting concepts within and along the continuum of learning progressions.

Summative Assessment (S): An assessment of learning, administered at the end of instructional units (or at the conclusion of some defined period of instruction) in order to provide evidence of mastery of a particular content and aid in decision-making (e.g., assigning grades, promotion/retention, student classification by performance level).

Test Blueprint: A guide, usually in chart format, to the number of each DCI or PE that should be assessed in a given assessment year; helps determine the number of items needed in an item bank.

Virtual Environment: A computer-generated, often three-dimensional, representation of a scientific setting, such as a task requiring a student to redesign an electric car, a SIM allowing a student to conduct an acid-base reaction in a chemistry laboratory, or an item asking a student to measure the movement of an object over time within the solar system, in which a student perceives herself or himself to be in control of and can interact with the variables found in the setting.

Appendix I: Transcript of Online Survey

<https://www.formstack.com/forms/?1770382-VDr42bxzl3>



2014 CAASPP Science Stakeholders Online Survey

As stipulated in *Education Code (EC)* Section 60640, the California Department of Education, in collaboration with Educational Testing Service, is gathering input from stakeholders regarding science assessments aligned to the newly adopted Next Generation Science Standards (NGSS). The input from stakeholders will be shared with State Superintendent of Public Instruction Tom Torlakson as he prepares recommendations for the State Board of Education for the new K–12 science assessments.

To provide your input, please complete the following four-part online survey. **Part one** focuses on assessments pertaining to federal Elementary and Secondary Education Act (ESEA) requirements. **Part two** focuses on assessments pertaining to non-ESEA requirements. **Part three** focuses on measurement considerations for testing. **Part four** elicits feedback on the science assessment system as a whole.

In preparing your responses to the survey questions, please view the “Overview of NGSS and Assessments” Webcast prior to filling out the survey at <http://californiatac.org/training/webcast/ngss.html>

Did you participate in the CAASPP Science Stakeholders Meeting held in July 2014?

- Yes
- No

Part 1: ESEA-mandated CAASPP Assessments

Pursuant to *EC 60640(b)*

Please refer to the following definitions for the questions in this section.

Item Types

- **Selected-response/multiple-choice item:** A type of item that requires pupils to select one or more responses from a set of options.
- **Technology-enhanced item:** A type of item that uses technology to collect evidence through a non-traditional response type.
- **Constructed-response item:** A type of item that prompts students to produce a text or numerical response in order to collect evidence about their knowledge or understanding of a given core idea.
- **Task-centered item:** A type of item that assesses a set of core ideas as opposed to a narrow focus on just one or two ideas, as is typically the case with selected-response and constructed-response items. *Note:* Sub-items can be of different item types; i.e., selected-response, constructed-response, or technology-enhanced.

Sample item types posted by the Smarter Balanced Assessment Consortium can be viewed in the following video. Please note these are general item types and this clip does not contain NGSS items specifically: [Video](#)

Assessment Types

- **Computer-based assessments:** A test administered using an electronic computing device.
- **Computer adaptive assessments:** A computer-based test that uses a computer program to adjust the difficulty of test items throughout a testing session based on a test taker's responses to previous test items during that testing session.
- **Paper-pencil assessments:** A test administered using paper-based materials.

- 1) **At which grade level, within each ESEA-mandated grade span, should a California NGSS assessment be administered for ESEA purposes?** *Please select one grade per grade span and provide a rationale supported by evidence-based experience and assessment best practices.*

1a) Grades 3 through 5:

- Grade 3
- Grade 4
- Grade 5

→ **These questions will appear only if “Grade 3” is selected above.**

Please provide your rationale for choosing Grade 3:

1,000 characters maximum

Which science content domain(s) should be targeted for assessment in grade 3?

- Biological Science/Life Science
- Earth and Space Science
- Physical Science
- Integrated Science

Please select all that apply.

Which type(s) of assessment should be available for administration in grade 3?

- Computer-based
- Computer adaptive
- Paper-pencil
- Other:

Please select all that apply.

Which item type(s) should be administered in grade 3?

- Selected-response/multiple-choice items
- Technology-enhanced items
- Constructed-response items
- Task-centered items
- Other:

Please select all that apply.

→ **These questions will appear only if “Grade 4” is selected above.**

Please provide your rationale for choosing Grade 4:

1,000 characters maximum

Which science content domain(s) should be targeted for assessment in grade 4?

- Biological Science/Life Science
- Earth and Space Science
- Physical Science
- Integrated Science

Please select all that apply.

Which type(s) of assessment should be available for administration in grade 4?

- Computer-based
- Computer adaptive
- Paper-pencil
- Other:

Please select all that apply.

Which item type(s) should be administered in grade 4?

- Selected-response/multiple-choice items
- Technology-enhanced items
- Constructed-response items
- Task-centered items
- Other:

Please select all that apply.

→ These questions will appear only if "Grade 5" is selected above.

Please provide your rationale for choosing Grade 5:

1,000 characters maximum

Which science content domain(s) should be targeted for assessment in grade 5?

- Biological Science/Life Science
- Earth and Space Science
- Physical Science
- Integrated Science

Please select all that apply.

Which type(s) of assessment should be available for administration in grade 5?

- Computer-based
- Computer adaptive
- Paper-pencil
- Other:

Please select all that apply.

→ ***This question will appear if any of the grades for grades 3 to 5 is selected above.***

Please provide a rationale for your selection of content domain, type of assessment, and item type for the grade you selected:

1,000 characters maximum

1b) Grades 6 through 9:

- Grade 6
- Grade 7
- Grade 8
- Grade 9

→ ***These questions will appear only if "Grade 6" is selected above.***

Please provide your rationale for choosing Grade 6:

1,000 characters maximum

Which science content domain(s) should be targeted for assessment in grade 6?

- Biological Science/Life Science
- Earth and Space Science
- Physical Science
- Integrated Science

Please select all that apply.

Which type(s) of assessment should be available for administration in grade 6?

- Computer-based
- Computer adaptive
- Paper-pencil
- Other:

Please select all that apply.

Which item type(s) should be administered in grade 6?

- Selected-response/multiple-choice items
- Technology-enhanced items
- Constructed-response items
- Task-centered items
- Other:

Please select all that apply.

→ These questions will appear only if "Grade 7" is selected above.

Please provide your rationale for choosing Grade 7:

1,000 characters maximum

Which science content domain(s) should be targeted for assessment in grade 7?

- Biological Science/Life Science
- Earth and Space Science
- Physical Science
- Integrated Science

Please select all that apply.

Which type(s) of assessment should be available for administration in grade 7?

- Computer-based
- Computer adaptive
- Paper-pencil
- Other:

Please select all that apply.

Which item type(s) should be administered in grade 7?

- Selected-response/multiple-choice items
- Technology-enhanced items
- Constructed-response items
- Task-centered items
- Other:

Please select all that apply.

→ These questions will appear only if "Grade 8" is selected above.

Please provide your rationale for choosing Grade 8:

1,000 characters maximum

Which science content domain(s) should be targeted for assessment in grade 8?

- Biological Science/Life Science
- Earth and Space Science
- Physical Science
- Integrated Science

Please select all that apply.

Which type(s) of assessment should be available for administration in grade 8?

- Computer-based
- Computer adaptive
- Paper-pencil
- Other:

Please select all that apply.

Which item type(s) should be administered in grade 8?

- Selected-response/multiple-choice items
- Technology-enhanced items
- Constructed-response items
- Task-centered items
- Other:

Please select all that apply.

→ These questions will appear only if "Grade 9" is selected above.

Please provide your rationale for choosing Grade 9:

1,000 characters maximum

Which science content domain(s) should be targeted for assessment in grade 9?

- Biological Science/Life Science
- Earth and Space Science
- Physical Science
- Integrated Science

Please select all that apply.

Which type(s) of assessment should be available for administration in grade 9?

- Computer-based
- Computer adaptive
- Paper-pencil
- Other:

Please select all that apply

Which item type(s) should be administered in grade 9?

- Selected-response/multiple-choice items
- Technology-enhanced items
- Constructed-response items
- Task-centered items
- Other:

Please select all that apply.

→ This question will appear if any of the grades for grades 6 to 9 is selected above.

Please provide a rationale for your selection of content domain, type of assessment, and item type for the grade you selected:

1,000 characters maximum

1c) Grades 10 through 12:

- Grade 10
- Grade 11
- Grade 12

→ These questions will only appear if "Grade 10" is selected above.

Please provide your rationale for choosing Grade 10:

1,000 characters maximum

Which science content domain(s) should be targeted for assessment in grade 10?

- Biological Science/Life Science
- Earth and Space Science
- Physical Science
- Integrated Science

Please select all that apply.

Which type(s) of assessment should be available for administration in grade 10?

- Computer-based
- Computer adaptive
- Paper-pencil
- Other:

Please select all that apply.

Which item type(s) should be administered in grade 10?

- Selected-response/multiple-choice items
- Technology-enhanced items
- Constructed-response items
- Task-centered items
- Other:

Please select all that apply.

→ These questions will appear only if "Grade 11" is selected above.

Please provide your rationale for choosing Grade 11:

1,000 characters maximum

Which science content domain(s) should be targeted for assessment in grade 11?

- Biological Science/Life Science
- Earth and Space Science
- Physical Science
- Integrated Science

Please select all that apply.

Which type(s) of assessment should be available for administration in grade 11?

- Computer-based
- Computer adaptive
- Paper-pencil
- Other:

Please select all that apply.

Which item type(s) should be administered in grade 11?

- Selected-response/multiple-choice items
- Technology-enhanced items
- Constructed-response items

- Task-centered items
 Other:
- Please select all that apply

→ **These questions will appear only if "Grade 12" is selected above.**

Please provide your rationale for choosing Grade 12:

1,000 characters maximum

Which science content domain(s) should be targeted for assessment in grade 12?

- Biological Science/Life Science
 Earth and Space Science
 Physical Science
 Integrated Science

Please select all that apply

Which type(s) of assessment should be available for administration in grade 12?

- Computer-based
 Computer adaptive
 Paper-pencil
 Other:

Please select all that apply

Which item type(s) should be administered in a grade 12?

- Selected-response/multiple-choice items
 Technology-enhanced items
 Constructed-response items
 Task-centered items
 Other:

Please select all that apply.

→ **This question will appear if any of the grades for grades 9 to 12 is selected above.**

Please provide a rationale for your selection of content domain, type of assessment, and item type for the grade you selected:

Part 2: Additional CAASPP Assessments

Pursuant to *EC 60640(c)*

Please refer to the following definitions for the questions in this section.

Ways content can be assessed

- **Integrated:** Assessing content from multiple grades or disciplines.
- **End-of-year (EOY):** Assessing content from a specific grade.
- **End-of-course (EOC):** Assessing content from a non-grade specific course or discipline. *Note:* EOC is offered only as an option for middle and high school grade levels (grades 6 through 12) as courses in elementary school typically span the full academic year.

Assessment types

- **Summative:** Summative assessments are assessments of learning. They usually are administered at the end of instructional units and assess mastery of all instructed content. They usually are used for providing evidence of mastery of a particular content or to aid in decision making (such as assigning grades, promotion/retention, student classification by performance level).
- **Formative:** Formative assessments are assessments for learning. They usually are administered during instructional units for providing immediate feedback to improve instruction and identify individual student strengths and weaknesses.
- **Interim:** Interim assessments are assessments of learning, as are summative assessments, but instead of being administered at the very end of instruction, they are administered at specified points in instruction to assess material covered within those periods. They sometimes are referred to as benchmark assessments, as they can be used to assess student mastery of specific content standards or benchmarks immediately after instruction of those standards.
- **Computer-based assessments:** Tests administered using an electronic computing device.
- **Computer adaptive assessments:** Computer-based tests that use a computer program to adjust the difficulty of test items throughout a testing session based on a test taker's responses to previous test items during that testing session.
- **Paper-pencil assessments:** Tests administered using paper-based materials.

2) At which grade level(s), in addition to those you indicated previously in this survey, should a science assessment be administered? *Please select all that apply and provide a detailed rationale supported by evidence-based experience and assessment best practices.*

- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12

→ **These questions will appear only if "Grade 3" is selected above.**

How should content be assessed in grade 3?

- Integrated
- End-of-year (EOY)
- Other:

Please select all that apply.

Which science content domain(s) should be targeted for assessment in grade 3?

- Biological Science/Life Science
- Earth and Space Science
- Physical Science
- Integrated Science

Please select all that apply.

Which type(s) of assessment should be available for administration in grade 3?

- Computer-based
- Computer adaptive
- Paper-pencil
- Summative
- Formative
- Interim
- Other:

Please select all that apply.

Please provide a rationale for your selections above of how to assess content, what content domain, and which type(s) of assessment for grade 3:

1,000 characters maximum

→ **These questions will appear only if "Grade 4" is selected above.**

How should content be assessed in grade 4?

- Integrated
- End-of-year (EOY)
- Other:

Please select all that apply.

Which science content domain(s) should be targeted for assessment in grade 4?

- Biological Science/Life Science
- Earth and Space Science
- Physical Science

Integrated Science

Please select all that apply.

Which type(s) of assessment should be available for administration in grade 4?

Computer-based

Computer adaptive

Paper-pencil

Summative

Formative

Interim

Other:

Please select all that apply.

Please provide a rationale for your selections above of how to assess content, what content domain, and which type(s) of assessment for grade 4:

1,000 characters maximum

→ These questions will appear only if "Grade 5" is selected above.

How should content be assessed in grade 5?

Integrated

End-of-year (EOY)

Other:

Please select all that apply.

Which science content domain(s) should be targeted for assessment in grade 5?

Biological Science/Life Science

Earth and Space Science

Physical Science

Integrated Science

Please select all that apply.

Which type(s) of assessment should be available for administration in grade 5?

Computer-based

Computer adaptive

Paper-pencil

Summative

Formative

Interim

Other:

Please select all that apply.

Please provide a rationale for your selections above of how to assess content, what content domain, and which type(s) of assessment for grade 5:

1,000 characters maximum

→ These questions will appear only if "Grade 6" is selected above.

How should content be assessed in grade 6?

- Integrated
- End-of-year (EOY)
- End-of-course (EOC)
- Other:

Please select all that apply.

Which science content domain(s) should be targeted for assessment in grade 6?

- Biological Science/Life Science
- Earth and Space Science
- Physical Science
- Integrated Science

Please select all that apply.

Which type(s) of assessment should be available for administration in grade 6?

- Computer-based
- Computer adaptive
- Paper-pencil
- Summative
- Formative
- Interim
- Other:

Please select all that apply.

Please provide a rationale for your selections above of how to assess content, what content domain, and which type(s) of assessment for grade 6:

1,000 characters maximum

→ **These questions will only appear if "Grade 7" is selected above.**

How should content be assessed in grade 7?

- Integrated
- End-of-year (EOY)
- End-of-course (EOC)
- Other:

Please select all that apply.

Which science content domain(s) should be targeted for assessment in grade 7?

- Biological Science/Life Science
- Earth and Space Science
- Physical Science
- Integrated Science

Please select all that apply.

Which type(s) of assessment should be available for administration in grade 7?

- Computer-based
- Computer adaptive
- Paper-pencil
- Summative
- Formative
- Interim
- Other:

Please select all that apply.

Please provide a rationale for your selections above of how to assess content, what content domain, and which type(s) of assessment for grade 7:

1,000 characters maximum

→ **These questions will appear only if "Grade 8" is selected above.**

How should content be assessed in grade 8?

- Integrated
- End-of-year (EOY)
- End-of-course (EOC)
- Other:

Please select all that apply.

Which science content domain(s) should be targeted for assessment in grade 8?

- Biological Science/Life Science
- Earth and Space Science
- Physical Science
- Integrated Science

Please select all that apply.

Which type(s) of assessment should be available for administration in grade 8?

- Computer-based
- Computer adaptive
- Paper-pencil
- Summative
- Formative
- Interim
- Other:

Please select all that apply.

Please provide a rationale for your selections above of how to assess content, what content domain, and which type(s) of assessment for grade 8:

1,000 characters maximum

→ These questions will appear only if "Grade 9" is selected above.

How should content be assessed in grade 9?

- Integrated
- End-of-course (EOC)
- Other:

Please select all that apply.

Which science content domain(s) should be targeted for assessment in grade 9?

- Biological Science/Life Science
- Earth and Space Science
- Physical Science
- Integrated Science

Please select all that apply.

Which type(s) of assessment should be available for administration in grade 9?

- Computer-based
- Computer adaptive
- Paper-pencil
- Summative
- Formative
- Interim
- Other:

Please select all that apply.

Please provide a rationale for your selections above of how to assess content, what content domain, and which type(s) of assessment for grade 9:

1,000 characters maximum

→ These questions will appear only if “Grade 10” is selected above.

How should content be assessed in grade 10?

- Integrated
- End-of-course (EOC)
- Other:

Please select all that apply.

Which science content domain(s) should be targeted for assessment in grade 10?

- Biological Science/Life Science
- Earth and Space Science
- Physical Science
- Integrated Science

Please select all that apply.

Which type(s) of assessment should be available for administration in grade 10?

- Computer-based
- Computer adaptive
- Paper-pencil
- Summative
- Formative
- Interim
- Other:

Please select all that apply.

Please provide a rationale for your selections above of how to assess content, what content domain, and which type(s) of assessment for grade 10:

1,000 characters maximum

→ **These questions will appear only if “Grade 11” is selected above.**

How should content be assessed in grade 11?

- Integrated
- End-of-course (EOC)
- Other:

Please select all that apply.

Which science content domain(s) should be targeted for assessment in grade 11?

- Biological Science/Life Science
- Earth and Space Science
- Physical Science
- Integrated Science

Please select all that apply.

Which type(s) of assessment should be available for administration in grade 11?

- Computer-based
- Computer adaptive
- Paper-pencil
- Summative
- Formative
- Interim
- Other:

Please select all that apply.

Please provide a rationale for your selections above of how to assess content, what content domain, and which type(s) of assessment for grade 11:

1,000 characters maximum

→ **These questions will appear only if “Grade 12” is selected above.**

How should content be assessed in grade 12?

- Integrated
- End-of-course (EOC)
- Other:

Please select all that apply.

Which science content domain(s) should be targeted for assessment in grade 12?

- Biological Science/Life Science
- Earth and Space Science
- Physical Science
- Integrated Science

Please select all that apply

Which type(s) of assessment should be available for administration in grade 12?

- Computer-based
- Computer adaptive
- Paper-pencil
- Summative
- Formative
- Interim
- Other:

Please select all that apply.

Please provide a rationale for your selections above of how to assess content, what content domain, and which type(s) of assessment for grade 12:

1,000 characters maximum

3) Federal legislation mandates science assessments for students with severe cognitive disabilities who are currently tested with the California Alternate Performance Assessment (CAPA). Other than your recommendations for the ESEA-mandated tests listed in question 1, at which grade level should additional test(s) be administered to this student group? Please select all that apply and provide a detailed rationale supported by evidence-based experience and assessment best practices.

- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12

→ These questions will appear only if "Grade 3" is selected above.

How should content be assessed in grade 3 for this student group?

- Integrated
- End-of-year (EOY)
- Other:

Please select all that apply.

Please provide a rationale for your selection of how this content should be assessed in grade 3 for this student group:

1,000 characters maximum

→ These questions will appear only if "Grade 7" is selected above.

How should content be assessed in grade 7 for this student group?

- Integrated
 End-of-year (EOY)
 Other:

Please select all that apply.

Please provide a rationale for your selection of how this content should be assessed in grade 7 for this student group:

1,000 characters maximum

→ These questions will appear only if "Grade 8" is selected above.

How should content be assessed in grade 8 for this student group?

- Integrated
 End-of-year (EOY)
 Other:

Please select all that apply.

Please provide a rationale for your selection of how this content should be assessed in grade 8 for this student group:

1,000 characters maximum

→ These questions will appear only if "Grade 9" is selected above.

How should content be assessed in grade 9 for this student group?

- Integrated
 End-of-year (EOY)
 Other:

Please select all that apply.

Please provide a rationale for your selection of how this content should be assessed in grade 9 for this student group:

Part 3: Measurement Considerations

Please refer to the following definition for **Question 4**:

Matrix sampling involves assigning students *different subsets* of items that represent portions of the tested standards. For this type of test administration, no individual student receives items covering all standards, but all standards are assessed over all the students, such as class/school/district/state.

4) Should matrix sampling be used for the California NGSS assessments?

- Yes
- No
- Not sure

Please provide a rationale for why or why not matrix sampling should be used:

1,000 characters maximum

Please refer to the following definition for **Question 5**:

Population sampling involves selecting a representative sample (by race/ethnicity, gender, urban/rural, etc.) of students within a grade level to take the assessments each year.

5) Should population sampling be used in administering the California NGSS assessments?

- Yes
- No
- Not sure

Please provide a rationale for why or why not population sampling should be used:

1,000 characters maximum

Please refer to the following definitions for **Question 6**:

Automated scoring: Scoring that uses complex scoring rules or artificial intelligence algorithms implemented in a computer program to assign scores to constructed-response items.

Local scoring: The scoring of constructed-response items by local teachers/test administrators for students in their geographic area.

Centralized scoring: The scoring of constructed-response items in a central location by a group of raters who receiving training, certification, and score monitoring at a specific site during a specific time period.

Remote scoring: The scoring process that allows trained raters to score the assessment and view rubrics on how to score the items even when the scorers are not centrally located. It also delivers those scores back to the Test Delivery and Data Warehouse components to be stored with the student responses.

6) For open-ended items, such as constructed-response and performance tasks, which scoring method should be used? *Please provide a detailed rationale supported by evidence-based experience and assessment best practices.*

- Automated scoring
- Local scoring
- Centralized scoring
- Remote scoring
- Other:

Please provide a rationale for your selection of scoring methods for open-ended items:

1,000 characters maximum

Part 4: Overall Feedback about the Future Science Assessment System

This part of the survey asks for your feedback regarding the design of a science assessment system for California, including your vision of how to integrate local, statewide, and national (e.g., National Assessment of Educational Progress [NAEP]) assessments in order to provide information about student performance in science.

7) What are your most important considerations in the design of California science assessments? *Please select all that apply.*

- Including items that closely represent real-life science scenarios and thinking processes
- Assessing each tested student on the entire range of California NGSS for grade (grade-span)
- Maximizing the number of grade levels that are assessed
- Reducing testing time for students

Other considerations:

1,000 characters maximum

8) Please provide any other considerations for assessment of science. *Please provide a detailed rationale supported by evidence-based experience and assessment best practices.*

1,000 characters maximum

Demographic Data (optional)

Gender

- Male
- Female

Primary role as a stakeholder

- K–12 administrator
- K–5 teacher
- Middle school (grades 6–8) teacher
- High school (grades 9–12) teacher
- Expert in teaching English learners
- Expert in teaching students with disabilities
- Higher education expert
- Measurement expert
- Scientist, researcher, and/or engineer
- Parent
- Other:

Ethnic background

- Asian
- Black or African American
- Hispanic or Latino
- White
- Other:

→ This section will appear only if the respondent selects “Yes” to “Did you participate in the 2014 CAASPP Science Stakeholders Meeting?”

Science Stakeholders Meeting Evaluation

1) Please rate the following on a scale of 1–5:

	5 – Far above average	4 – Above average	3 - Average	2 - Below average	1 - Far below average
Meeting overall	<input type="radio"/>				
Facilitator’s style	<input type="radio"/>				
Materials	<input type="radio"/>				
Slides	<input type="radio"/>				
Meeting location	<input type="radio"/>				

2) Please provide your feedback on the meetings:

	Strongly agree	Agree	Disagree	Strongly disagree
The opening session was clearly presented and helpful for the rest of the meeting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understood the purpose of the meeting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The meeting was well organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sufficient time was devoted to the tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3) Additional comments:

1,000 character maximum

Appendix J: Summary of Responses to Part 1 (ESEA Assessments) of Online Survey for All Grade Levels

The summary of responses to Part 1 of the online survey in Section 7 focused on the selections for assessment content, assessment mode, and item types for the *most* selected grade levels within each ESEA-mandated grade span. These were grade five in the grades three to five span, grade eight in the grades six to nine span, and grade eleven in the grades ten to twelve span. This appendix summarizes survey responses for all grade levels, not just the majority-selected grade levels.

Table J.1 Summary of Which Science Content Domain(s) Should Be Targeted for Assessment in the Selected ESEA Grade Test

ESEA Grade Span*Grade	Biological Science/ Life Science		Earth and Space Science		Physical Science		Integrated Science		Total Respondents
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
3-53	16	41%	19	49%	15	38%	30	77%	39
4	18	33%	19	35%	17	31%	37	67%	55
5	100	36%	101	36%	96	35%	181	65%	277
6-96	12	40%	17	57%	10	33%	19	63%	30
7	23	61%	15	39%	13	34%	21	55%	38
8	84	32%	75	28%	123	47%	174	66%	264
9	16	43%	18	49%	13	35%	17	46%	37
10-1210	54	64%	21	25%	24	29%	33	39%	84
11	104	60%	68	39%	89	51%	105	61%	173
12	35	47%	34	45%	36	48%	58	77%	75

* **Note:** Survey respondents were asked to select ONE grade level from each grade span and then to select which science content domains they think should be tested in their selected grade level. Respondents were allowed to select all options that applied so the sum of the counts in each row does not equal the total number of respondents.

Table J.2 Summary of Which Type(s) of Assessments Should Be Available for Administration in the Selected ESEA Grade Test

ESEA Grade Span*Grade	Computer-based		Computer adaptive		Paper-pencil		Other		Total Respondents
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
3-53	23	59%	27	69%	14	36%	4	10%	39
4	25	45%	33	59%	19	34%	9	16%	56
5	151	54%	162	58%	102	37%	15	5%	278
6-96	17	59%	23	79%	9	31%	2	7%	29
7	19	50%	25	66%	7	18%	1	3%	38
8	152	58%	187	71%	78	30%	27	10%	264
9	23	62%	26	70%	15	41%	3	8%	37
10-1210	54	63%	62	72%	27	31%	6	7%	86
11	100	58%	131	77%	48	28%	11	6%	171
12	51	68%	56	75%	25	33%	10	13%	75

*** Note:** Survey respondents were asked to select ONE grade level from each grade span for the ESEA-mandated test and then to select which type(s) of assessments should be available for their selected grade level. Respondents were allowed to select all options that applied so the sum of the counts in each row does not equal the total number of respondents. The percent is the count divided by the total number of respondents in that row.

Table J.3 Summary of Which Item Type(s) Should Be Administered in the Selected ESEA Grade Test

ESEA Grade Span*Grade	Selected- response/ multiple- choice items		Technology- enhanced items		Constructed- response items		Task-centered items		Other		Total Respondents
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
3-53	20	51%	23	59%	20	51%	29	74%	2	5%	39
4	23	40%	25	44%	31	54%	38	67%	1	2%	57
5	198	71%	151	55%	168	61%	190	69%	7	3%	277
6-96	17	57%	19	63%	19	63%	23	77%	3	10%	30
7	18	47%	23	61%	25	66%	27	71%	1	3%	38
8	176	66%	179	68%	197	74%	209	79%	13	5%	265
9	27	73%	22	59%	27	73%	26	70%	1	3%	37
10-1210	53	61%	55	63%	64	74%	68	78%	6	7%	87
11	107	62%	125	73%	144	84%	147	85%	4	2%	172
12	57	74%	58	75%	65	84%	67	87%	4	5%	77

*** Note:** Survey respondents were asked to select ONE grade level from each grade span for the ESEA-mandated test and then to select which item type(s) should be administered for their selected grade level. Respondents were allowed to select all options that applied so the sum of the counts in each row does not equal the total number of respondents. The percent is the count divided by the total number of respondents in that row.

Appendix K: Summary of Science Stakeholder Meeting Evaluations

Survey respondents who attended one of the Science Stakeholder Meetings were also presented with several additional questions asking them to evaluate their experience. Seventy-four of the 422 respondents attended one of the meetings and were presented with two sets of meeting evaluation selected-response questions and an opportunity to contribute additional comments. Of these 74 respondents, 69 provided a response to one of the evaluation questions. Summaries of the selected-response questions and the one open-ended question are presented here.

Selected-response Feedback Questions

For the first set of meeting evaluation questions, respondents were asked for ratings from 1 (far below average) to 5 (far above average) on five aspects of the meetings, including the meeting overall, facilitator’s style (for their group discussions), materials, presentation slides, and meeting location. Table K.1 summarizes the respondents’ ratings on each of these meeting aspects. The ratings were generally on the mid to high end of the scale with the average ratings over the 69 respondents ranging from 3.59 to 3.99.

Table K.1 Summary of Ratings for Aspects of the Science Stakeholder Meetings

	5 – Far above average		4 – Above average		3 - Average		2 - Below average		1 - Far below average		Total Respondents	Average
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
Meeting overall	18	26%	35	51%	13	19%	3	4%	0	0%	69	3.99
Facilitator’s style	11	16%	35	51%	18	26%	4	6%	1	1%	69	3.74
Materials	12	17%	28	41%	24	35%	5	7%	0	0%	69	3.68
Slides	7	10%	29	42%	31	45%	2	3%	0	0%	69	3.59
Meeting location	16	23%	24	35%	28	41%	1	1%	0	0%	69	3.80

The second set of Science Stakeholder Meeting evaluation questions involved presenting the respondents with a feedback statement and asking them to select the extent to which they agreed with the statement from “Strongly Disagree” to “Strongly Agree.” These statements are given in Table K.2 with the corresponding counts of respondents who selected each statement of agreement. For all statements, respondents mostly selected “Agree” or “Strongly Agree,” indicating that these respondents generally found that the opening session was helpful, understood the purpose of the meeting, felt the meeting was organized, and had sufficient time for the tasks.

Table K.2 Summary of Feedback Evaluations of the Science Stakeholder Meetings

	Strongly agree		Agree		Disagree		Strongly disagree		Total Respondents
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
The opening session was clearly presented and helpful for the rest of the meeting.	22	33%	32	48%	13	19%	0	0%	67
I understood the purpose of the meeting.	38	56%	27	40%	1	1%	2	3%	68
The meeting was well organized.	34	50%	30	44%	4	6%	0	0%	68
Sufficient time was devoted to the tasks.	22	32%	29	43%	15	22%	2	3%	68

Open-ended Additional Comments Question

The last Science Stakeholder Meeting evaluation survey item provided respondents the opportunity to write in any additional comments they had on their experience at the meetings. Of the 74 respondents who attended one of the meetings, 43 provided additional comments. These comments were reviewed, and the following four common themes appeared in their responses:

- Expressed appreciation/thankfulness for meeting ($n=19$),
- Expressed concerns with length of the opening session or repetitive information presented from the Webcast ($n=13$),
- Expressed some concern with their facilitators ($n=7$), and
- Expressed a desire for more discussion time in their groups ($n=7$).

Overall, this small set of meeting attendees were thankful for the opportunity to be part of these meetings and voiced interest in having even more time to discuss the various aspects of the future CAASPP science assessment system with their groups.

Appendix L: Codes for Describing Online Survey Responses

This appendix provides all the codes used for classifying open-ended rationale responses in the Online Survey. Codes with at least two responses are listed. The most common codes with their *n* counts are provided in Section 7.

Survey, Part 1: ESEA-mandated CAASPP Assessments

Rationale	Codes
For Grade Level Selection	
Grade 3	<ul style="list-style-type: none"> • Early test will force science to be taught. • A grade three test provides a baseline. • Grade three students have skills to take the test.
Grade 4	<ul style="list-style-type: none"> • A grade four test will hold elementary school teachers accountable. • Grade four test results inform the next year of instruction. • Grade four students have the skills to take the test.
Grade 5	<ul style="list-style-type: none"> • Grade five students are more mature. • A grade five test allows for development of late-bloomers/English learners. • A grade five test serves as a summative, capstone test looking back on elementary grades.
Grade 6	<ul style="list-style-type: none"> • A grade six test serves as a summative, capstone test looking back on elementary grades. • Grade six is the first year of middle school so a grade six test gives middle school teachers a platform to build on.
Grade 7	<ul style="list-style-type: none"> • A grade seven test allows for remediation/intervention at eighth grade. • A grade seven test allows for eighth grade teachers to prepare students for high-school standards. • Grade seven is the midpoint for grades six to eight middle schools.
Grade 8	<ul style="list-style-type: none"> • A grade eight test serves as capstone/summative test for middle school; most middle schools end at/have an eighth grade. • Grade eight test results inform high school instruction/placement of students. • Grade nine is high-school level; choosing grade nine over grade eight means middle schools would not be tested. • Testing at eighth grade ensures that all students who received instruction on either the domain-specific or integrated model offered by NGSS would be prepared. • By eighth grade, students should have exposure to all three disciplines (Earth Science, Life Science and Physical Science).
Grade 9	<ul style="list-style-type: none"> • A grade nine test would be a benchmark to inform high school instruction. • Grade nine students are more mature. • Ninth grade students should know Earth Science. • A grade nine test allows for assessing middle school science learning.

Rationale	Codes
Grade 10	<ul style="list-style-type: none"> • A grade ten test is a continuation of past/current practice. • Testing in eleventh and twelfth grades is undesirable. • Testing in grade ten would be at the end of two required years of high school science. • Biology provides a common testing area.
Grade 11	<ul style="list-style-type: none"> • At grade eleven test is a later test (in high school) so allows more instruction. • A twelfth grade test is too late. • A grade eleven test allows for using test results for college admissions.
Grade 12	<ul style="list-style-type: none"> • A grade twelve test serves as a capstone/final assessment before leaving the K–12 system. • Twelfth grade is not as tested as eleventh grade. • A grade twelve test provides incentive for four years of high school science.
For Selection of Content Domain, Type of Assessment, and Item Type for the Grade Selected	
Overall responses	<ul style="list-style-type: none"> • All choices promote critical thinking. • All choices match with the NGSS.
Content Domain	<ul style="list-style-type: none"> • The test should match/correspond with the NGSS. • The content reflects real science. • Students should know basics across all disciplines. • The selected content domain is a foundational content domain. • The content should cover a full grade span (not just a selected grade level within the ESEA grade span). • Biology/life science is a common course that most will have taken.
Type of Assessment	<ul style="list-style-type: none"> • The assessment type provides a better understanding/measure of examinee ability. • The assessment type affords flexibility. • The assessment type takes advantage of technology advances. • The assessment type affords familiarity/appropriateness for the student’s age. • Assessment types should mirror Smarter Balanced format.
Item Type	<ul style="list-style-type: none"> • The item type(s) allows the assessment of specific skills. • A variety of item types is beneficial. • Item types should follow the Smarter Balanced English–language arts/literacy and mathematics examples. • The item type(s) emphasizes hands-on/de-emphasizes memorization. • The item type(s) allows for assessing multiple levels of cognition. • The item type(s) allows for access to all students. • The item type(s) matches/corresponds with the NGSS. • The item type(s) reflects authentic/real science.

Survey, Part 3: Measurement Considerations

Rationale	Codes
For Matrix Sampling	
Yes	<ul style="list-style-type: none"> • Matrix sampling lowers the testing burden. • Matrix sampling is useful to use to inform aggregate decisions such as program evaluation. • Matrix sampling allows for testing more standards and/or can better assess the NGSS. • Matrix sampling provides more valid, accurate, or statistically sound results. • Matrix sampling allows for including more complex tasks in the assessments. • Matrix sampling allows for depth over breadth. • Matrix sampling de-emphasizes accountability for a single teacher. • Matrix sampling encourages best instructional practices. • Matrix sampling represents best practice or is more fair. • Matrix sampling ensures students are prepared for all standards. • Matrix sampling prevents teaching to the test. • The respondent wants partial matrix sampling (common set of standards assessed across students). • Matrix sampling allows for focus on thought processes applicable to all science. • Matrix sampling provides an opportunity to learn. • Matrix sampling is cost-effective. • Matrix sampling does not judge performance.
No	<ul style="list-style-type: none"> • The respondent values giving individuals scores, identifying individual strengths/weaknesses, and tracking student growth, but has concerns that matrix sampling would preclude such inferences. • The respondent has concerns with the accuracy and fairness of sampling (e.g., that certain types of students would receive certain standards). • The respondent values testing students on the same standards (with the same test). • The respondent values testing <i>all</i> students on <i>all</i> standards. • The respondent values using test scores to inform instruction, but has concerns that matrix sampling would preclude such test use. • The respondent values fair comparisons among students and believes that matrix sampling does not allow for comparability. • The respondent has concerns that matrix sampling is not accurate for small samples. • The respondent has concerns on not getting adequate information for teachers, schools, or districts. • The respondent has concerns that matrix sampling is not in line with the NGSS. • The respondent has concerns that matrix sampling encourages teachers not to teach all students. • The respondent has concerns that matrix sampling would be problematic/ introduce complications in evaluating teacher performance. • The respondent believes that students should know which standards they will be tested on to prepare.

Rationale	Codes
For Population Sampling	
Yes	<ul style="list-style-type: none">• Population sampling provides information on key demographic groups and promotes equity.• Population sampling is cost effective.• Population sampling reduces the testing burden.• Population sampling informs instructors and curriculum developers.• Population sampling informs aggregate-level decisions.• The respondent mistakenly thinks that population sampling means testing all students.• Population sampling provides useful data.
No	<ul style="list-style-type: none">• The respondent values testing all students.• The respondent has concerns on accuracy, fairness, and equity of sampling (e.g., belief that it is unfair to generalize performance of a group based on a selected subset of that group).• The respondent values providing feedback to students, teachers, schools, or LEAs, but has concerns that population sampling would preclude this use of test score data.• The respondent values using test scores to inform instruction, but has concerns that population sampling would preclude such test use.• The respondent suggests that instead of using population sampling, data analysts/researchers can sample from test scores after testing all students.• The respondent has concerns that population sampling complicates test administration (e.g., what to do with non-test-takers during testing periods).• The respondent has concerns that population sampling places the testing burden on the selected subset.• The respondent has concerns that population sampling is just politics or a political game.• The respondent has concerns that population sampling de-motivates students to perform well on the test and/or in science class.• The respondent has concerns on not getting information on the subset that was not tested.• The respondent has concerns that population sampling complicates testing when only a subset of students is tested.

Rationale	Codes
For Selected Scoring Method	
Automated Scoring	<ul style="list-style-type: none">• Automated scoring provides more fair/objective (or less biased) scoring.• Automated scoring provides faster/more timely feedback.• Automated scoring is cost-effective.• Automated scoring is better than local scoring in that it can provide invalid/biased results and subjectivity in scoring.• Automated scoring is sophisticated enough now and is reaching reliability levels of humans.• Automated scoring alleviates the burden on local teachers to score.• The respondent wants centralized scoring as well.• The respondent wants local scoring as well.• Automated scoring uses advances in technology (does not need to rely on humans).• Automated scoring is more efficient.• Automated scoring is the simplest method.
Centralized Scoring	<ul style="list-style-type: none">• Centralized scoring promotes training of raters and working together.• Centralized scoring provides more fair/objective (or less biased) scoring.• The respondent expresses distrust in automated scoring.• Centralized scoring is better than local scoring in that it can provide invalid/biased results and subjectivity in scoring.• The respondent believes that centralized scoring is used for scoring AP and/or the Golden State Exams and wants to follow their example.• Centralized scoring provides faster/more timely feedback.• Centralized scoring is easier to monitor.• Centralized scoring provides accurate/reliable results.• Centralized scoring is an effective/good use of resources.• Centralized scoring provides professional development opportunity for teachers.
Remote Scoring	<ul style="list-style-type: none">• Remote scoring minimizes bias, is more consistent and/or is less subjective.• The respondent values human raters and is wary of automated scoring.• Remote scoring is cost effective (especially in comparison with centralized scoring, as there are no travel or lodging expenses).• Remote scoring is better than local scoring in that it can provide invalid/biased results and subjectivity in scoring.• Remote scoring allows more eligible raters to participate (as there are no geographical constraints).• The respondent believes that remote scoring is used and works with the College Board/AP scoring.• Remote scoring is the most flexible scoring option.• Remote scoring provides faster/more timely feedback.• Remote scoring provides professional development opportunity for teachers.• Remote scoring uses trained professionals.

Rationale	Codes
Local Scoring	<ul style="list-style-type: none">• Local scoring allows for geography and demographic composition to be taken into account.• Local scoring provides feedback to teachers.• Local scoring provides faster and/or more timely feedback.• The respondent is wary of and/or does not trust automated scoring.• Local scoring involves training and oversight.• The respondent believes teachers know their students best.• The respondent does not trust centralized scoring.• Local scoring provides professional development to teachers.• Local scoring demonstrates respect for teachers.• Local scoring provides more professional scoring.

Survey, Part 4: Overall Feedback about the Future Science Assessment System

Rationale	Codes
For any other considerations	<ul style="list-style-type: none">• The respondent emphasizes testing twenty-first century skills/real life scenarios and skills.• The respondent emphasizes problem solving/critical thinking in assessments.• The respondent wants assessments like the Golden State Exams/performance/labs/practicum assessments.• The respondent wants supports for student learning/formative purposes.• The respondent emphasizes not taking time away from instruction/spend less time testing.• The respondent emphasizes attention to special groups such as English learners and accessibility such as keyboards skills/equity issues.• The respondent emphasizes not testing facts.• The respondent wants to test all students in all grades.• The respondent emphasizes college and career readiness skills.• The respondent wants timely turnaround of score reporting.• The respondent emphasizes not focusing on particular content domains.• The respondent emphasizes testing science earlier in elementary school so science would get taught.• The respondent emphasizes providing useful information to schools and parents/guardians.

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California State Board of Education

Meeting Agenda Items for November 13-14, 2014

ITEM 03



CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2014 AGENDA

SUBJECT	
Recommendations for the Full Implementation of Consortium Technology-Enabled Summative Assessments in 2014–15 as Required by <i>Education Code</i> Section 60648.5.	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing

SUMMARY OF THE ISSUE(S)

California *Education Code (EC)* Section 60648.5 requires the California Department of Education (CDE) to determine and make recommendations regarding California local educational agencies' (LEAs) progress toward and readiness for the full implementation of technology-enabled assessments aligned with the Common Core State Standards (CCSS) for English-language arts (ELA) and mathematics. The *Report and Recommendations for the Full Implementation of Smarter Balanced Summative Assessments as Required by Education Code Section 60648.5* was provided to the State Board of Education (SBE) in Attachment 1 of an October 2014 Memorandum <http://www.cde.ca.gov/be/pn/im/infomemoct2014.asp>.

RECOMMENDATION

The CDE proposes the following recommendations for board action:

1. Administer the Smarter Balanced technology-enabled summative assessments in spring 2015. Provide the Smarter Balanced paper-pencil assessments to those schools that lack the necessary broadband connectivity for online testing or are not able to administer the braille version online, and encourage those LEAs to develop a plan to overcome these barriers by the 2016–17 school year.
2. Continue to provide professional development and training for:
 - a. CCSS aligned instruction and assessment,
 - b. Alignment of classroom and assessment accessibility supports, and
 - c. Administration of the Smarter Balanced Summative Assessments.
3. Provide ongoing support to LEAs that experience technology-related barriers, including information about resources and technical support.

4. Use the consortium technology-enabled summative assessment development and implementation, as a model, to guide the development and implementation of a computer-based alternate assessment that is aligned with the CCSS in ELA and mathematics. The alternate assessment will be made available to all eligible students with significant cognitive disabilities who have an individualized education program (IEP).

BRIEF HISTORY OF KEY ISSUES

EC Section 60648.5 requires that the first full administration of assessments aligned with the CCSS (i.e., the summative assessments) for ELA and mathematics shall occur in the 2014–15 school year unless the SBE determines that the assessments cannot be fully implemented. This section also requires that the CDE provide the SBE, Department of Finance (DOF), and appropriate fiscal and policy committees of the Legislature with a report and recommendations on or before October 1, 2014, regarding how LEAs are progressing toward the implementation of a technology-enabled assessment system and the extent to which the computer-adaptive summative assessments can be fully implemented. Based on the information in this report, the SBE determines whether the state shall fully implement the Smarter Balanced Summative Assessments in ELA and mathematics for grades three through eight, inclusive, and grade eleven for the 2014–15 school year.

The CDE, in collaboration with information technology contractors and Senior Assessment Fellows, conducted a wide variety of activities to support and prepare LEAs for the 2014 field test administration of the Smarter Balanced computer-based assessments. Through these activities, the CDE evaluated LEA's technological progress as well as the state's readiness to fully implement technology-enabled summative assessments in 2014–15. In addition, the CDE has engaged in collaborative activities to establish a plan for the development of a computer-based alternate assessment field test for students with significant cognitive disabilities.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In October 2014, the CDE provided the SBE with the *Report and Recommendations for the Full Implementation of Smarter Balanced Summative Assessments as Required by Education Code Section 60648.5* which included the recommendations for the full implementation of the computer-enabled summative assessments.

<http://www.cde.ca.gov/be/pn/im/infomemoct2014.asp>.

In September 2014, the CDE provided the SBE with an update on California Assessment of Student Performance and Progress (CAASPP) activities, including the Smarter Balanced Field Test administration focus groups and post-test survey, science assessment stakeholder meetings, and alternate assessment activities.

<http://www.cde.ca.gov/be/ag/ag/yr14/documents/sep14item03.doc>

In July 2014, the CDE provided the SBE with an update on CAASPP activities, details of the Smarter Balanced Field Test, results of the mid-test survey, planning of the post-test survey and focus group meetings, and future outreach activities for the spring 2015 Smarter Balanced operational assessments.

(<http://www.cde.ca.gov/be/ag/ag/yr14/documents/jul14item22.doc>)

In addition, the SBE approved the contract amendment to extend the Educational Testing Service (ETS) contract through December 31, 2015.

(<http://www.cde.ca.gov/be/ag/ag/yr14/documents/jul14item05.doc>)

In March 2014, the CDE provided the SBE with an update on CAASPP activities, outreach efforts to prepare LEAs for the spring 2014 Smarter Balanced Field Test, the Smarter Balanced Digital Library, National Center and State Collaborative activities, and planning of the science assessment stakeholder meetings.

(<http://www.cde.ca.gov/be/ag/ag/yr14/documents/mar14item14.doc>)

In January 2014, the CDE provided the SBE with an update on statewide assessment transition activities, including the establishment of the CAASPP System, the spring 2014 Smarter Balanced Field Test preparation activities, information about the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines*, the CDE and ETS training modules for California LEAs, and a CAASPP technology update.

(<http://www.cde.ca.gov/be/ag/ag/yr14/documents/jan14item04.doc>)

In November 2013, the CDE provided the SBE with highlights of Assembly Bill 484, information on the availability of the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines*, an update on the Technology Readiness Tool, an update on changes to the new registration system with the California Longitudinal Pupil Achievement Data System, and an update on collaboration activities of the CDE and the K–12 High Speed Network.

(<http://www.cde.ca.gov/be/ag/ag/yr13/documents/nov13item08.doc>)

In September 2013, the CDE presented information to the SBE on Smarter Balanced assessment development activities, including legislative developments, findings from the CDE Technology Preparedness Survey, a report on research regarding the costs of statewide student testing, research regarding computer-based versus paper-based testing, an update on the draft *Usability, Accessibility and Accommodations Guidelines*, development activities for the spring 2014 Field Test, and a comparison of costs for the development and administration of the ELA and mathematics portions of the Standardized Testing and Reporting (STAR) Program and the Smarter Balanced assessment system.

(<http://www.cde.ca.gov/be/ag/ag/yr13/documents/sep13item03.doc>)

FISCAL ANALYSIS (AS APPROPRIATE)

Funding for the CAASPP System is included in the Governor's 2014–15 Budget Act for contract costs as approved by the SBE, contingent upon DOF review of the related contract, during contract negotiations, prior to its execution.

The Budget Act includes a total of \$89,081,000 for contracts related to the CAASPP System. This includes \$9.55 million for consortium-managed services for the CAASPP Smarter Balanced assessments to be provided by the University of California, Los Angeles, National Center for Research on Evaluation Standards and Student Testing and \$200,000 for the first six months of a separate contract to provide an independent evaluation of the CAASPP System. The remaining \$73,231,000 is available to fund contract activities for the 2014–15 test administration and \$6 million for the development of specified new CAASPP assessments, per SBE actions, as part of the contract amendment. The final budget for the contract amendment is to be negotiated and approved by the CDE, SBE, and DOF.

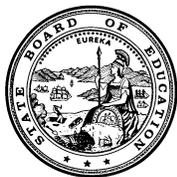
ATTACHMENT(S)

None



California State Board of Education
Meeting Agenda Items for November 13-14, 2014

ITEM 04



CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2014 AGENDA

SUBJECT	
Test Administration and Development of the California Assessment of Student Performance and Progress System: Approval of the Release of the Request for Submissions.	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing

SUMMARY OF THE ISSUE(S)

California *Education Code (EC)* Section 60643 stipulates that the California Department of Education (CDE) develop and the State Board of Education (SBE) approve a California Assessment of Student Performance and Progress (CAASPP) System contract and allows the CDE in consultation with SBE to develop the contract through negotiations with the testing contractor. The CDE utilizes a competitive Request for Submissions (RFS) process to recommend a contractor to the SBE for designation. This item provides information regarding the RFS competitive bidding process for the CAASPP System.

The current CAASPP System contract for the spring 2015 test administration ends on December 31, 2015. A new contract is expected to begin on July 1, 2015 to allow for adequate transition to the spring 2016 testing.

RECOMMENDATION

The CDE recommends that the SBE approve the release of the CAASPP System RFS in accordance with the scope, schedule and process described in this item.

BRIEF HISTORY OF KEY ISSUES

California adopted the Common Core State Standards (CCSS) for English-language arts (ELA) and mathematics in August 2010 and joined the Smarter Balanced Assessment Consortium as a governing state in June 2011.

Assembly Bill (AB) 484 (*Education Code [EC]* sections 60600–60649), introduced by Assembly Member Bonilla in February 2013, and sponsored by State Superintendent of Public Instruction (SSPI) Torlakson, was signed into law by Governor Brown on October 2, 2013. This law removed provisions establishing the Standardized Testing and

Reporting (STAR) Program and established the system, now referenced as the CAASPP System, commencing with the 2013–14 school year. For the 2015-16 through 2017-18 test administrations addressed in this RFS, the CAASPP system, as stipulated in *EC* Section 60640, includes consortium-developed computer-based assessments that are aligned with the CCSS, specified state-developed paper-pencil assessments that were previously administered through the STAR Program, and new assessments to be recommended by the CDE with stakeholder input and approved by the SBE. The text of *EC* sections 60640–60649 is available on the California Legislative Information Web page at <http://leginfo.legislature.ca.gov/faces/codes.xhtml>.

The scope of work to be completed in response to the RFS includes (see Table 1 for details):

- Administering, scoring, reporting, and analyzing results for the tests within the CAASPP System for the 2016, 2017, and 2018 test administrations
- Technology hosting of the computer-based Smarter Balanced Summative and interim assessments and non-Smarter Balanced online assessments
- Development of successor assessments to those current CAASPP assessments that are aligned to standards adopted in 1997 or 1998, as approved by the SBE (e.g., alternate assessment and science assessment)
- Potential future contract amendments for the development of new assessments as part of the expansion of the CAASPP System to cover the full breadth and depth of the curriculum, if approved by the SBE and funding provided by the Legislature

Table 1. CAASPP System – Test Administration Schedule*

School Year	Status	Assessment	Type
2015–16	Existing	Smarter Balanced, Summative Assessment, ELA and mathematics in grades 3–8 and grade 11	CAT/PT
2015–16	Existing	Smarter Balanced, Interim Assessment, ELA and Mathematics designed for grades 3–8 and grade 11 (available to K–12 educators)	CAT/PT
2015–16	Existing	CST/CMA/CAPA for Science Assessment in grades 5, 8, and 10	Paper-Pencil
2015–16	Existing	STS – RLA, grades 2–11	Paper-Pencil
2015–16	New	Alternate Assessment (successor to CAPA), ELA and mathematics in grades 3–8 and grade 11	CBT
2016–17	Existing	Smarter Balanced, Summative Assessment, ELA and mathematics in grades 3–8 and grade 11	CAT/PT
2016–17	Existing	Smarter Balanced, Interim Assessment, ELA and mathematics designed for grades 3–8 and grade 11 (available to K–12 educators)	CAT/PT
2016–17	Existing	CST/CMA/CAPA for Science Assessment in grades 5, 8, and 10	Paper-Pencil
2016–17	Pilot Test	Science Assessment (successor to CST/CMA/CAPA), including alternate assessments	CBT
2016–17	Existing	STS – RLA, grades 2–11	Paper-Pencil
2016–17	Pilot Test	Primary Language Assessment (successor to STS) for RLA in grades 3–11	CBT

School Year	Status	Assessment	Type
2016–17	Existing	Alternate Assessment, ELA and mathematics in grades 3–8 and grade 11	CBT
2017–18	Existing	Smarter Balanced, Summative Assessment, ELA and mathematics in grades 3–8 and grade 11	CAT/PT
2017–18	Existing	Smarter Balanced, Interim Assessment, ELA and mathematics designed for grades 3–8 and grade 11 (available to K–12 educators)	CAT/PT
2017–18	Field Test	Science Assessment (successor to CST/CMA/CAPA), including alternate assessments	CBT
2017–18	Field Test	Primary Language Assessment (successor to STS) for RLA in grades 3–11	CBT
2017–18	Existing	Alternate Assessment, ELA and mathematics in grades 3–8 inclusive and grade 11	CBT

* CST: California Standardized Test; CMA: California Modified Assessment; CAPA: California Alternate Performance Assessment; STS: Standards-based Test in Spanish; RLA: Reading/Language Arts; ESEA: Elementary and Secondary Education Act; CAT: Computer-adaptive test; PT: Performance task; CBT: Computer-based test

Table 2 presents the key events for the proposed release of the RFS. The tentative release date for the RFS pending SBE approval is November 17 with the proposed request to receive bidder submissions by January 5, 2015. The submissions will be evaluated by internal and external reviewers and the CDE will present the evaluation results, the total of each bidder’s cost submission, and the CDE’s recommendation to the SBE for the selection of the CAASPP testing contractor at its March 2015 meeting.

Table 2. Key Events for the RFS

Activity	Action Date
Request for Submission Released	Monday, November 17, 2014, 5 p.m. PT (Tentative)
Submissions Due	Monday, January 5, 2015, 1 p.m. PT (Tentative)
Contract Start Date	Wednesday, July 1, 2015 (Tentative)

* PT: Pacific Time

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In September 2014, the SBE authorized SBE President Michael Kirst or his designee to sign the Memorandum of Understanding (MOU) for the Smarter Balanced Consortium Managed Services Contract that provides California access to the Smarter Balanced Summative and Interim Assessments, formative/digital library tools, and continuing item refreshment and validity studies of the Smarter Balanced assessments. The current and future CAASPP test administration and development contractors will host and administer the Smarter Balanced summative and interim assessments.

<http://www.cde.ca.gov/be/ag/aq/yr14/documents/sep14item03.doc>

In July 2014, the SBE approved an amendment to the current CAASPP contract with Educational Testing Service (ETS) and directed CDE and SBE staff to work with ETS in the modification of the scope of work, timeline, and budget for the 2015 administration

of the CAASPP System.

(<http://www.cde.ca.gov/be/ag/ag/yr14/documents/jul14item05.doc>)

In November 2013, the SBE heard discussion and approved agreed-upon amendments to the STAR contract per *EC* Section 60640(f)(2) for the 2014 test administration of the CAASPP System, including the Smarter Balanced Field Test.

(<http://www.cde.ca.gov/be/ag/ag/yr13/documents/nov13item09.doc>)

FISCAL ANALYSIS (AS APPROPRIATE)

Funding for this RFS contract was requested as a part of the legislative budget change proposal (BCP) for AB 484 for estimated CAASPP System costs. It is anticipated that approximately \$76 million will be available for the RFS contract work in fiscal year 2015–16, with approximately \$84 million available annually thereafter. However, the final budget for the RFS contract is to be negotiated and approved by the CDE, SBE, and Department of Finance. Funding for 2015–16 and beyond will be contingent upon an appropriation being made available from the Legislature in ongoing fiscal years.

The ongoing annual funding of \$9.55 million for the MOU for the Smarter Balanced Assessment Consortium services was also requested in the AB 484 BCP and has been included in the 2014–15 CAASPP System funding included in the 2014 Budget Act. Funding for 2015–16 and beyond will be contingent upon an appropriation being made available from the Legislature in ongoing fiscal years.

ATTACHMENT(S)

None.



California State Board of Education
Meeting Agenda Items for November 13-14, 2014

ITEM 05



CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2014 AGENDA

SUBJECT	
English Language Proficiency Assessments for California: Approval of the Release of the Request for Proposals.	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing

SUMMARY OF THE ISSUE(S)

In accordance with state and federal law, the state English-language proficiency assessments must align with the state-adopted English Language Development (ELD) Standards. In November 2012, the State Board of Education (SBE) adopted new ELD Standards that align with California's Common Core State Standards for English-language arts. The 2012 ELD Standards address the English language and literacy skills that English learners (ELs) need in order to access the core content areas.

Education Code (EC) Section 60810 requires the Superintendent, with approval of the SBE, to contract to develop the assessments that will comprise the English Language Proficiency Assessments for California (ELPAC), which will align with the 2012 ELD Standards and replace the California English Language Development Test (CELDT). Therefore, a Request for Proposals (RFP) must be released to request proposals to develop the ELPAC initial and summative assessments. The tentative contract period will be from March 2015 through December 2018.

RECOMMENDATION

The CDE recommends that the SBE authorize the release of the ELPAC RFP in accordance with *EC* Section 60810(a)(3).

BRIEF HISTORY OF KEY ISSUES

The Legislature amended *EC* sections 313 and 60810 per Senate Bill (SB) 201 (Liu) during the 2013 legislative session. The following points identify amendments to *EC* sections relating to the ELPAC:

- *EC* Section 60810(d) and (f) describes two separate assessments to be developed and administered in California: one for initial identification (i.e., the initial) of an EL; and one as an annual measure of an EL's progress in learning English (i.e., the summative).

- *EC* Section 313(d)(2) requires that the ELPAC summative assessment be administered during a four-month testing window after January 1, as determined by the State Superintendent of Public Instruction (SSPI), with the approval of the SBE.
- *EC* Section 60810(a)(2) requires the SBE to approve assessment blueprints, assessment performance descriptors, and performance-level cut scores based on standard settings.
- *EC* Section 60810(h) authorizes the administration of the ELPAC initial and summative assessments only after the SBE adopts the ELPAC assessments and the SSPI reports to the Legislature that both assessments are operationally ready for their first administration.

In April 2013, the U.S. Department of Education (ED) found California to be out of compliance with Title III of the Elementary and Secondary Education Act because the CELDT is not aligned with the 2012 ELD Standards. ED requires the CDE to provide quarterly progress reports as to the progress of aligning the state English-language proficiency assessments with the 2012 ELD Standards.

In addition to federal requirements, the Budget Act of 2014 (Section 6110-113-0890, Schedule 2, Provision 10) states that the CDE shall submit an implementation timeline with activities and associated cost estimates regarding the development of the ELPAC to the Department of Finance (DOF) and the fiscal and education policy committees of the Legislature. Once the SBE authorizes the release of the RFP, the CDE will provide the RFP to the DOF and the fiscal and education policy committees of the Legislature.

ELPAC Request for Proposals

The CDE is preparing an RFP for the development of the ELPAC. The RFP will seek proposals to conduct the development, administration, scoring, reporting, and analysis of the ELPAC. Until the operational administration of the ELPAC is approved, the CELDT will continue to be administered.

The proposed term of the contract is from March 2, 2015, through December 31, 2018, with two one-year renewal options for the periods of January 1 through December 31, 2019, and January 1 through December 31, 2020, under the same terms and conditions.

The RFP will require that the contractor develop ELPAC initial and summative test blueprints. The blueprints will be presented to the SBE for approval at its July 2015 meeting. Upon SBE approval, the contractor will begin the item development process for the initial and summative assessments, with the potential to transition to a computer-based format.

After authorization by the SBE at its November 2014 meeting to release the RFP, the RFP will be released and posted on the CDE Available Funding Web page at <http://www.cde.ca.gov/fg/fo/af/>

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

April 2014: The CDE submitted an Information Memorandum to the SBE with a revised timeline for developing the ELPAC and a description of the Technical Advisory Group (TAG)'s guidelines for the ELPAC assessment blueprints. (<http://www.cde.ca.gov/be/pn/im/documents/memodsibadad-apr14item01.doc>)

November 2013: The CDE provided an update of the item alignment process and the results of the CELDT Item Alignment Report. This study is the basis for identifying existing test items aligned with the 2012 ELD Standards for potential use on the ELPAC. (<http://www.cde.ca.gov/be/ag/ag/yr13/documents/nov13item07.doc>)

July 2013: The CDE presented to the SBE the methods and process of the CELDT item alignment study. (<http://www.cde.ca.gov/be/ag/ag/yr13/documents/jul13item09.doc>)

May 2013: The CDE presented and described to the SBE the proposed ELPAC system composed of an initial and a summative assessment. The CDE proposes to replace the CELDT with the ELPAC, pending legislative authority and funding. (<http://www.cde.ca.gov/be/ag/ag/yr13/documents/may13item05.doc>)

April 2013: The CDE provided an Information Memorandum to the SBE to introduce the proposal of replacing the CELDT with the ELPAC system aligned with the 2012 ELD Standards. (<http://www.cde.ca.gov/be/pn/im/documents/memo-dsib-adad-apr13item02.doc>)

FISCAL ANALYSIS (AS APPROPRIATE)

The Budget Act of 2014 allocates a total of \$7,820,000 for the ELPAC. Of this amount, Budget Item 6110-113-0001, Schedule 3 appropriates \$6,667,000, and Item 6110-113-0890, Schedule 2, Provision 11, appropriates \$1,153,000. In accordance with Budget Item 6110-113-0001, Provision 3, these funds are contingent on the submittal by the CDE and DOF of a contract for the ELPAC development to the fiscal and education policy committees of the Legislature. Approval of a contract initiated as a result of this RFP shall be contingent on funding and authority provided to the CDE.

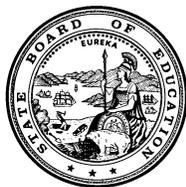
ATTACHMENT(S)

None.



California State Board of Education
Meeting Agenda Items for November 13-14, 2014

ITEM 06



CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2014 AGENDA

SUBJECT	
Golden State Seal Merit Diploma: Approve Changes to Eligibility Criteria.	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing

SUMMARY OF THE ISSUE(S)

The State Board of Education (SBE) determines and adopts, based upon the recommendations of the State Superintendent of Public Instruction (SSPI), the means by which students may demonstrate mastery of the high school curriculum in at least six subject matter areas, four of which are mathematics, English-language arts (ELA), science, and United States history, with the remaining two subject matter areas selected by the student to be awarded the Golden State Seal Merit Diploma (GSSMD). Beginning with the 2013–14 school year, the specified California Standards Tests (CSTs) currently designated by the SBE to qualify for the GSSMD, are no longer administered as part of the new statewide assessment system.

Therefore, students in the class of 2015 cannot qualify for the GSSMD utilizing the specified assessments designated by the SBE. Students in the class of 2015 were not administered the CST for United States History in grade eleven; thus, eliminating their single opportunity to meet the current GSSMD CST United States History requirement. In addition, while these students were provided up to two opportunities in grades nine and ten to meet the current GSSMD CST requirements for ELA, mathematics, and science, they did not have an opportunity to take additional qualifying CSTs in grade eleven, thus reducing their opportunities to produce the required two additional qualifying CST scores in any of those same subjects. The SBE must designate new means to be used in awarding the GSSMD to the class of 2015 and beyond.

RECOMMENDATION

The California Department of Education (CDE) recommends:

- The SBE designate the eligibility requirements specified in Attachment 1 that include a combination of qualifying CST scores, course grades, and/or results

from assessments produced by private providers or local educational agencies (LEAs) for use by LEAs to award the GSSMD to pupils graduating in 2015.

- The CDE convene a workgroup consisting of CDE and SBE staff to develop, with input from stakeholders, a plan for students in the class of 2016 and beyond to qualify for the GSSMD and to present the plan and recommendations to the SBE for action.

BRIEF HISTORY OF KEY ISSUES

The GSSMD, per California *Education Code (EC)* sections 51450-55, is awarded jointly by the SBE and the SSPI to each qualifying high school student that completes all requirements for a high school diploma and demonstrates the mastery of the curriculum in at least six subject matter areas, four of which are mathematics, ELA, science, and United States history, with the remaining two subject matter areas selected by the student. The SBE determines and adopts, based upon the recommendations of the SSPI, the means by which students may demonstrate mastery of the high school curriculum, and may include, but not be limited to, any subject matter examinations deemed appropriately rigorous by the SBE. The SBE may designate examinations administered by the state or examinations produced by private providers or LEAs.

From 1997 through 2002, students qualified using scores from the Golden State Examinations (GSEs). The GSEs were repealed in 2003. From 2004 to 2014, students qualified using scores from specific CSTs administered as part of the Standardized Testing and Reporting Program, previously earned GSE results, or a combination of the two. The specified CSTs for GSSMD eligibility included the grade-level CST for United States History in grade eleven, grade-level CSTs for ELA in grades nine through eleven, and specific end-of-course mathematics and science tests administered in grades nine through eleven. You can find the current listing of qualifying CSTs on the CDE GSSMD Web page at <http://www.cde.ca.gov/ta/tg/ca/meritdiploma.asp>.

All of the specified CSTs used for GSSMD eligibility are no longer administered as part of new California Assessment of Student Performance and Progress System and per state law are only being made available to LEAs if they choose to purchase them for the 2013–14 and 2014–15 school years. As identified in Attachment 2, students in the class of 2016 were only administered a current qualifying CST in ELA in grade nine and only took a qualifying CST in mathematics and/or science in grade nine if they were enrolled in a mathematics or science course covered by a qualifying CST.

The discussions of possible means to qualify for the GSSMD for the class of 2016 and beyond could include, but not be limited to, the following:

- Completion of ELA, mathematics, science, and history–social science requirements for graduation with an overall grade point average (weighted or unweighted, as determined by the LEA) of 3.5 or above in those classes.

- Passing the Smarter Balanced assessments in ELA and mathematics administered in grade eleven at the top two levels of achievement (class of 2016 and beyond).
- Allowing private provider or LEA summative tests that meet the rigor of a four-year high school course of study in required subjects and their respective qualifying scores.
- Passing an LEA offered Advanced Placement (AP) examination in a qualifying subject.
- Passing the SAT examination with a score of 600 or higher.
- Passing an equivalent summative test that an LEA uses in place of an AP test in the qualifying subjects.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In January 2004, the SBE approved regulations to allow the use of specified CST scaled scores, previously earned GSE results, or a combination of the two to qualify for the GSSMD. Those regulations became effective in April 2004.

In November 2003, SBE approved the use of a combination of GSE results and CST scaled scores of 370 or above on designated CSTs as the means of demonstrating mastery of the high school curriculum and directed staff to draft regulations.

In April 2003, the SBE approved a “senior waiver” for seniors graduating in 2003 who were prevented from meeting GSSMD requirements due to the reduction of GSE examinations administered annually. The waiver allowed seniors to use a CST scaled score of 350 or above to meet the subject area requirements.

FISCAL ANALYSIS (AS APPROPRIATE)

From the inception of the program, the examinations designated to be used to qualify for the GSSMD have been statewide assessments funded through the annual state budget.

When the GSSMD was established in 1996, \$1 million in local assistance funding was appropriated from the general fund, without regard to fiscal year, for the purposes of the GSSMD. The remaining unexpended balance of approximately \$100,000 that had been used for the printing of the insignias was swept as part of the 2014 State Budget Act. No state operations funding has been provided to the CDE for the work in providing assistance to LEAs and the processing and filling requests for insignias.

EC Section 51455 stipulates that it is the intent of the Legislature that no fee or other cost be charged to any student for the GSSMD itself. However, notwithstanding any other provision of law, a school district receiving Economic Impact Aid funding may

expend any portion of those funds to pay for all or part of the costs of one or more examinations pursuant to this article that are charged to socio-economically disadvantaged students.

There would be no fiscal impact to LEAs if the SBE approves the recommended eligibility requirements for seniors graduating in 2015.

ATTACHMENT(S)

Attachment 1: Class of 2015 Eligibility Requirements for the Golden State Seal Merit Diploma (1 Page)

Attachment 2: Number of Opportunities for the Class of 2015, Class of 2016, and Previous Graduating Classes to Meet the Current Eligibility Requirements for the Golden State Seal Merit Diploma (1 Page)

Class of 2015 Eligibility Requirements for the Golden State Seal Merit Diploma

School districts and charter schools are responsible for maintaining appropriate records in order to identify graduating seniors who meet the eligibility requirements for the Golden State Seal Merit Diploma (GSSMD) (California *Education Code* Section 51454).

To be eligible for the GSSMD, students in the class of 2015 must be eligible to receive a high school diploma and have demonstrated the mastery of the curriculum in at least six subject matter areas, four of which are English-language arts (ELA), mathematics, science, and United States history, with the remaining two subject matter areas selected by the student.

Students may demonstrate meeting the GSSMD requirements as follows:

- ELA requirement: Students must have earned a scale score of 370 or above on California Standards Tests (CSTs) taken in grades 9 or 10.
- Mathematics requirement: Students must have earned a scale score of 370 or above on any of the following CSTs taken in grades 8, 9, or 10:
 - Geometry
 - Algebra II
 - Summative High School Mathematics
 - Integrated Mathematics 2 or 3
- Science requirement: Students must have earned a scale score of 370 or above on any of the following CSTs taken in grades 9 or 10:
 - Biology
 - Chemistry
 - Physics
 - Earth Science
 - Integrated/Coordinated Science 1, 2, 3, or 4
- United States History requirement: Students must have completed the required United States History course with an overall grade point average (weighted or unweighted, as determined by the LEA) of 3.5 or above.
- Other two subject matter areas: Students may choose from the examinations listed above (that have not already been used to meet eligibility), the completion of high school courses in other subjects with an overall grade point average of 3.5 or above, or examinations produced by private providers or local educational agencies and their respective qualifying scores.

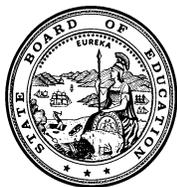
Number of Opportunities for the Class of 2015, Class of 2016, and Previous Graduating Classes
to Meet the Current Eligibility Requirements for the Golden State Seal Merit Diploma

Current Eligibility Requirement	Class of 2004 through Class of 2014 Opportunities	Class of 2015 Opportunities	Class of 2016 Opportunities
Grade 11 California Standards Test (CST) for History–Social Science (United States History)	One (grade 11)	None	None
CSTs for English-language arts (ELA): <ul style="list-style-type: none"> • Grade 9 ELA • Grade 10 ELA • Grade 11 ELA 	Three (grades 9, 10, and 11)	Two (grades 9 and 10)	One (grade 9)
CSTs for mathematics: <ul style="list-style-type: none"> • Algebra II • Geometry • Summative High School Mathematics • Integrated Mathematics 2 or 3 	Up to Three if enrolled in a qualifying course (grades 9, 10, and 11)	Up to Two if enrolled in a qualifying course (grades 9 and 10)	One if enrolled in a qualifying course (grade 9)
CSTs for science: <ul style="list-style-type: none"> • Biology • Chemistry • Physics • Earth Science • Integrated/Coordinated Science 1, 2, 3, or 4 	Up to Three if enrolled in a qualifying course (grades 9, 10, and 11)	Up to Two if enrolled in a qualifying course (grades 9 and 10)	One if enrolled in a qualifying course (grade 9)
Two qualifying CSTs from the examinations listed above (that have not already been used to meet eligibility) as well as the CST for World History	Up to Seven if enrolled in a qualifying course (grades 9, 10, and 11)	Up to Three if enrolled in a qualifying course (grades 9 or 10)	No additional opportunities beyond grade 9



California State Board of Education
Meeting Agenda Items for November 13-14, 2014

ITEM 07



CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2014 AGENDA

SUBJECT	
State Implementation Plan for California Next Generation Science Standards for Public Schools, Kindergarten through Grade Twelve, November 2014 Revision.	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing

SUMMARY OF THE ISSUE(S)

As required by California *Education Code (EC)* Section 60605.85 (b), the State Superintendent of Public Instruction (SSPI) will submit a schedule and implementation plan for integrating the adopted science content standards into the state educational system. A draft of the implementation plan was presented to the State Board of Education (SBE) at the September 2014 meeting. Based on feedback from the SBE, California Department of Education (CDE) divisions, and the public review, the revised state implementation plan will be presented to the SBE for action in November 2014.

RECOMMENDATION

The CDE recommends SBE approval of the State Implementation Plan for the California Next Generation Science Standards for Public Schools, Kindergarten through Grade Twelve (CA NGSS).

BRIEF HISTORY OF KEY ISSUES

EC Section 60605.85 (a) required the SSPI to submit a set of revised *Science Content Standards for California Public Schools, Kindergarten through Grade Twelve* to the SBE by July 31, 2013, and the adoption, rejection, or modification of those standards by November 30, 2013. The revised science standards for California must be based upon the nationally developed NGSS. These Standards were submitted and adopted by the SBE on September 4, 2013. The Standards as well as additional information is available on the NGSS Web site at <http://www.nextgenscience.org/> and on the CDE Web site at <http://www.cde.ca.gov/pd/ca/sc/ngssintrod.asp>.

The process for developing the California State Implementation Plan for the Next Generation Science Standards (NGSS) involved the convening of a Strategic Leadership Team (SLT) comprised of representatives from key education organizations, business representatives, and representatives from each level of education, pre-kindergarten through postsecondary. The SLT met in March, April, and May 2014, to

develop implementation strategies for the CDE, local educational agencies, and support providers. The K–12 Alliance of WestEd facilitated this process. The CDE then requested input from various CDE Division Directors and integrated that feedback into the draft document. The first draft of the implementation plan was posted for public comment from July 24–August 25, 2014. These comments, and summary of comments, were presented to the SBE at the September 3, 2014, meeting. The CDE collaborated with the SBE liaisons and staff and representatives from the Professional Learning Support Division, the Curriculum Frameworks and Instructional Resources Division, and the Assessment Development and Administration Division to review the plan and make revisions based on the input from the public comment and the SBE. The subsequent revised State Implementation Plan for California Next Generation Science Standards can be found in Attachment 1.

CA NGSS Implementation Plan Timeline

Date	Entity	Action
July 25, 2014	Professional Learning Services Division (PLSD)	Posting of new draft plan on the CDE Web site and announcement of 30-day public comment
July 25–August 25, 2014	Public Review	Comments received by CDE at ngss@cde.ca.gov
September 3–4, 2014	State Board of Education	Receive information on draft plan and public comment
September–October, 2014	PLSD	Revise plan based on public comment and SBE input
October 15, 2014	PLSD	Post revised plan on the CDE Web site
November 13–14, 2014	SBE	Action on final plan

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

An SBE Information item was submitted for the May 7, 2014, SBE meeting, providing an overview of the format, elements, and development process for the State Implementation Plan for California NGSS, located at <http://www.cde.ca.gov/be/mt/ms/>. A second SBE information item was submitted for the September 3, 2014, SBE meeting, providing a first draft of the State Implementation Plan for CA NGSS along with feedback from the public comment period.

FISCAL ANALYSIS (AS APPROPRIATE)

N/A

ATTACHMENT(S)

Attachment 1: Revised State Implementation Plan for California Next Generation Science Standards for Public Schools, Kindergarten through Grade Twelve (89 pages).

The Great Seal of the State of California is the background of the slide. It features a central figure, Minerva, seated on a rock and holding a spear. She is wearing a red and gold dress and a golden helmet with a plume. The seal is circular with a gold border containing the text "THE GREAT SEAL OF THE STATE OF CALIFORNIA" and "EUREKA" in the center. The background of the seal depicts a landscape with mountains, a bay with several sailing ships, and a small boat in the foreground.

Next Generation Science Standards Systems Implementation Plan for California

November 2014
California Department of Education

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We would like to acknowledge the contributions and dedication of the members of the Science Leadership Team (SLT) and others who participated in the development of this Next Generation Science Standards Systems Implementation Plan for California.

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We extend a special thank you to the California State Board of Education (SBE) and to our two SBE science liaisons, Dr. Ilene Straus and Trish Boyd Williams, and to Patricia de Cos, Deputy Executive Director of the SBE, for their support of science education in California.

We appreciate the contributions of those stakeholders who provided input through the stages of development of this plan, including district and school administrators, teachers, university faculty, business community representatives, professional development providers, expanded learning providers, science informal institution representatives, and local school board members.

Executive Summary

On September 4, 2013, the State Board of Education (SBE) voted unanimously to adopt the Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve (CA NGSS). The CA NGSS present a once in a generation opportunity for the California Department of Education (CDE), Local Educational Agencies (LEAs), and community stakeholders to reset science education to more effectively prepare all our students with the knowledge and skills they need to understand and shape our increasingly technology-driven world.

The Next Generation Science Standards Systems Implementation Plan for California (*Plan*) will begin the important and well-anticipated process of updating school curriculum and equipment to match the latest scientific knowledge and technology. More significant and difficult work will be needed to take teaching and learning into areas that are new and unfamiliar to many educators and students; from incorporating science and engineering practices into instruction to using project based learning and other instructional strategies. The challenges of integrating these strategies throughout all grade levels and merging learning across multiple subjects and disciplines will create unique opportunities for teaching and learning throughout California.

This implementation plan, developed with input from a wide array of stakeholders, and grounded in the latest research and experience about what works, sets a roadmap to achieve dramatic and necessary transformations in how science will be taught in every school throughout the state. It will also require sustained leadership and resources to reach its ambitious goals. The *Plan* is not to identify or discuss the specifics of the standards themselves—many other resources produced by the CDE and its collaborative partners provide reviews and analyses of the CA NGSS. Rather this *Plan* is a guide, a set of possible strategies that can be interwoven to assist in the development of regional and local implementation plans. These strategies will be a foundation on which additional strategies are built. Many of the recommendations will require additional resources, funding, and/or policy change. The CDE, LEAs, and community stakeholders will need to determine which strategies to pursue, partially based on available and anticipated resources and funding. LEAs are encouraged to incorporate suggestions identified in the *Plan* which meet the needs of their community and to support implementation of the CA NGSS by advocating for inclusion in their Local Control Accountability Plans.

The CDE, LEAs, and community stakeholders may use this *Plan* to develop specific CANGSS implementation action plans relative to each organization's goals and target populations. When each implementation phase should begin or end is not prescribed and should be based on local goals and local needs.

The *Plan* builds upon lessons learned from California's experience implementing the California Common Core State Standards (CA CCSS), connecting CA-NGSS implementation strategies to promising innovations in professional learning, curriculum development, assessment, and other systems currently being redesigned as part of CA CCSS implementation. The plan also identifies opportunities to increase efficiency, particularly in the areas of curriculum and instructional resources, by leveraging similar NGSS work in other states. The CA NGSS are correlated and aligned to the adopted CA CCSS in English Language Arts and Mathematics. The CA NGSS do not prescribe a curriculum nor determine instructional strategies; rather they are intended to guide the development of curriculum, instruction, and supporting resources.

Dedicated resources need to be identified by all stakeholders to meet the plan's ambitions. If funding is available, a survey will be offered to all stakeholders involved in the implementation of the CA NGSS throughout the state. Survey data will be analyzed by the statewide coalition and results will be reported to the community stakeholders and the LEAs. Results from the surveys can provide a clearer understanding of successes and possible needs and gaps in the CA NGSS implementation across the state. Implementation progress and recommendations based on survey results will be reported to the SBE for the first four years of implementation, 2016 through 2020.

The *Plan* identifies eight strategies and accompanying activities and indicators across the three phases (awareness, transition, and implementation) for the implementation of the CA NGSS. The guiding strategies show not only how existing operational systems will be redeployed, but also how these strategies will interweave to tackle some of the major challenges for science education in California. It is therefore critical that this plan be supported with sufficient resources to fully address these challenges which include:

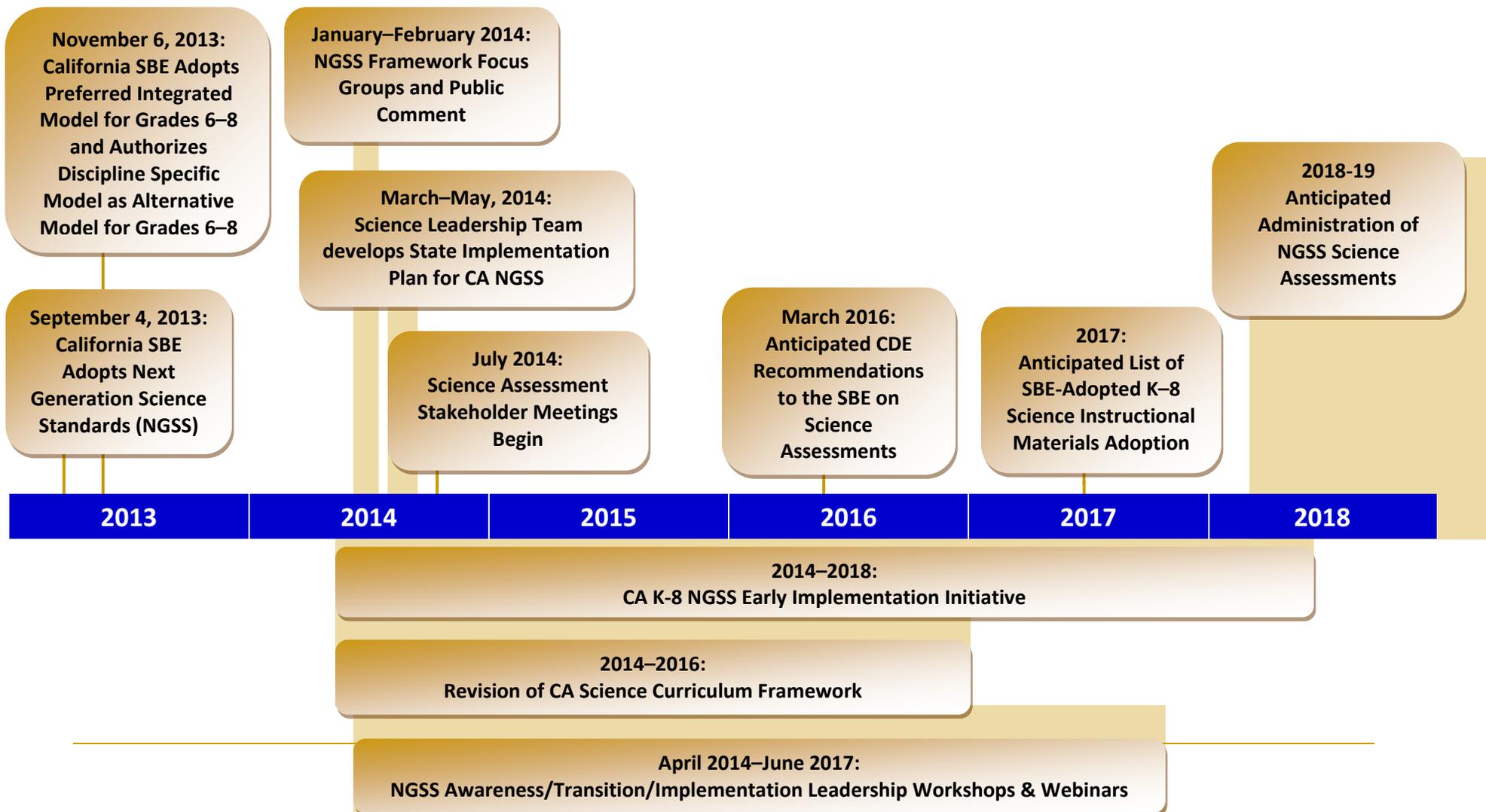
- Expanding science education in elementary schools to ensure all students develop the fundamentals of scientific understanding from the earliest grades.
- Supporting educators to deliver instruction in ways that integrate content among and beyond the scientific disciplines in order to connect students to the way problems exist in the real-world.

- Providing ongoing, job-embedded professional learning to grow teacher capabilities to effectively implement the pedagogical shifts of the CA-NGSS and help school leaders create and support the conditions for more rigorous and engaging science learning.
- Coordinating with partners within and well beyond the traditional education community in order to expand the time and resources available to support student learning at the increased scale needed to achieve much needed large improvements in student access and achievement.

Successful use of this *Plan* will require ongoing collaboration between the CDE, LEAs, and community stakeholders. The scope of change and the expectations for shifting instruction are ambitious. It's going to take new dedicated resources, as well as repurposing of existing resources, to carry out the *Plan* and particularly to launch its more innovative components if we wish to fully meet expectations for improving student achievement and equity. The *Plan* provides guidance for all audiences to build understanding, foster interest, and lay the foundation for quality across all phases of implementation of the CA NGSS.

CA Next Generation Science Standards Systems Implementation Timeline & Key Events

For events that occurred prior to September 2013, please refer to the Timeline available on the CDE Web site at <http://www.cde.ca.gov/pd/ca/sc/ngsstimeline.asp>. For an accessible version of the timeline below, please refer to the Accessible Alternative Version on the CDE Web site at <http://www.cde.ca.gov/pd/ca/sc/ngssimptimeline.asp>. The implementation timeline does not specify the beginning or ending points of time for the different implementation phases because they vary depending on the event or may be contingent on the conclusion of a related event.



INTRODUCTION

California Department of Education Mission Statement

California will provide a world-class education for all students, from early childhood to adulthood. The California Department of Education serves our state by innovating and collaborating with educators, schools, parents, and community partners. Together, as a team, we prepare students to live, work, and thrive in a highly connected world.

The California Department of Education (CDE) manages the state's diverse and dynamic public school system, which is responsible for the education of more than six million children and young adults in more than 10,000 schools. The CDE and the State Superintendent of Public Instruction (SSPI) are responsible for enforcing education law and regulations; and for continuing to reform and improve public elementary school programs, secondary school programs, adult education, and some preschool and child care programs based on policy direction provided by the SBE.

Background Information

[Senate Bill 300](#), chaptered in 2011, required SSPI Torlakson to present new science standards, based on the NGSS, to the California SBE by July 31, 2013. The SBE had until November 30, 2013 to adopt, modify, or reject the proposed standards.

In September 2011, California became one of 26 lead states to develop the NGSS based on the National Research Council's (NRC) *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas (Framework)*. Achieve, Inc., an independent, bipartisan, non-profit organization based in Washington, D.C., facilitated the process on behalf of the states. The NRC, as presented in the *Framework*, envisions that by the end of 12th grade all students should:

- Develop some appreciation of the beauty and wonder of science.
- Possess sufficient knowledge of science and engineering to engage in public discussions on related issues.
- Be careful consumers of scientific and technological information related to their everyday lives.
- Be able to continue to learn about science outside school.

- Have the skills to enter careers of their choice, including (but not limited to) careers in science, engineering, and technology [adapted from *A Framework for K-12 Science Education*, (2012), p.1].

In November 2011, SSPI Torlakson convened a State Review Team (SRT) consisting of 80 science experts representing kindergarten through grade twelve (K–12) science teachers, administrators, county science consultants, college and university professors, scientists, science informal centers, and business and industry. Over a span of nearly 18 months, the SRT reviewed many drafts of the NGSS as a way to provide feedback to Achieve, Inc. and the CDE.

In April 2013, after the final draft of the NGSS was released, SSPI Torlakson convened a Science Expert Panel (SEP), a smaller representative group of the SRT, which also included well-known scientists, Dr. Helen Quinn, Dr. Bruce Alberts, and Dr. Art Sussman. The SEP met three times from April to June 2013, to review feedback from three regional public meetings, SRT surveys, and to make final recommendations for the California standards based on the NGSS to the SSPI.

On September 4, 2013, the SBE voted unanimously to adopt the *Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve* (CA NGSS) as required by California Education Code Section 60605.85.

The NGSS Appendices A–M were also adopted to assist educators in the implementation of the new science standards.

On November 6, 2013, the SBE voted unanimously to adopt the California Integrated Model as the preferred model for middle grades, and directed CDE to develop an alternative discipline specific model for grades six through eight (6–8) based upon the discipline-specific model outlined by Achieve in the NGSS Appendix K. More information regarding SBE items can be found at <http://www.cde.ca.gov/be/mt/ms/index.asp>. More information regarding the CA NGSS preferred integrated and alternative discipline specific models can be found at <http://www.cde.ca.gov/pd/ca/sc/ngssstandards.asp>.

The Purpose of This State Plan

The CA NGSS have the potential to transform science education in California necessitating a different way of thinking about teaching and learning. What differentiates the CA NGSS from previously-adopted California science standards is the way the CA NGSS weave together the three dimensions (scientific and engineering practices, disciplinary core ideas, and crosscutting concepts) of the *Framework* across the NGSS scientific disciplines (physical science, life science, and earth and space science), with engineering, technology, and practical applications of science. The CA NGSS focus on knowledge used for performance expectations, which correlate and align to the adopted *Common Core State Standards* (CCSS) in English Language Arts and Mathematics, and require students to demonstrate their understanding of the three

dimensions through the application of science and engineering. The performance expectations also provide a context for learning science and specify how scientific knowledge is acquired and how the disciplines of science are connected.

The standards neither prescribe a curriculum nor determine instructional strategies; rather they are intended to guide the development of all of these resources.

The Next Generation Science Standards Systems Implementation Plan for California (Plan), <http://www.cde.ca.gov/pd/ca/sc/ngssintrod.asp> will assist the CDE, the Local Educational Agencies (LEAs), and Community Stakeholders to collaboratively actualize the CA NGSS in educational systems for every student. The *Plan* identifies eight strategies and accompanying elements/activities for the implementation of the CA NGSS.

Many of the recommendations in this *Plan* will require additional resources, funding, and/or policy change in order to be implemented. Ongoing guidance will be needed as state and local policy makers, CDE, LEAs, partners, and community stakeholders develop action plans to engage in actual activities. More detailed work plans will need to be developed in order to estimate needed funds and necessary policy changes. The CDE anticipates this *Plan* will provide assistance and guidance to the implementation of the CA NGSS throughout the state.

Phases of Implementation

Implementation of CA NGSS systems will occur over several years and in the context of a continuous learning process. Accordingly, the *Plan* exists within varying phases of the change process. The three phases are straightforward, yet lightly defined, because for each proposed program and project, there exists an ongoing development and progression that must evolve at both an individual elemental level and the integrated systems level.

- ❖ The **awareness phase** represents an introduction to the CA NGSS, the initial planning of systems implementation, and establishment of collaborations.
- ❖ The **transition phase** is the concentration on building foundational resources, implementing needs assessments, establishing new professional learning opportunities, and expanding collaborations between all stakeholders.
- ❖ The **implementation phase** expands the new professional learning support, fully aligns curriculum, instruction, and assessments, and effectively integrates these elements across the field.

California's Diverse Stakeholders

An integrated systems approach to implementing the CA NGSS provides coherence and necessitates extensive communication and collaboration among all of California's stakeholders. The CDE is working diligently to ensure clear communications and expectations, and this document is an important component of this goal. The engagement and assistance of all stakeholders will ensure successful implementation of the CA NGSS. The role of each stakeholder group in contributing to the implementation is vitally important to the success of the *Plan*.

The CA NGSS were created by representative groups of teachers, administrators, parents, content experts, support providers, business/industry and education professionals, each bringing a unique educational perspective into the development of the standards.

The *Plan* addresses how the implementation will vary by three groups: the CDE, the LEAs, and Community Stakeholders. LEAs include districts, schools, and county offices of education. Community Stakeholders include, but are not limited to: business and industry, institutions of higher education, teacher preparation programs, the Commission on Teacher Credentialing (CTC), parent groups, professional learning providers, professional organizations, public media providers, science centers and museums, science informal education providers, and nonprofit organizations.

The CDE is responsible for integrating the CA NGSS into the statewide educational system. It implements state and federal laws through administration of statewide programs. State and local officials can support implementation by creating and opening doors for opportunity.

State officials and local districts, institutions of higher education and the CTC can collaborate to ensure that teacher preparation programs and science credentialing are aligned with the CA NGSS. But beyond these governmental groups, a wide array of community partners can seek to support educators in many ways. Professional organizations, including support providers and those representing educators, are a key component in providing information, feedback, and support throughout the implementation process. This document not only charts the path for CA NGSS systems implementation but illuminates opportunities for extensive involvement.

LEAs are the entities responsible for the integration of the CA NGSS into curriculum, instruction, and professional learning. Teachers are on the front line of implementing the CA NGSS. School site administrators provide teachers with instructional leadership and maintain a safe learning environment for both students and teachers. District administrations

and elected boards can establish policies designed to implement state and federal programs and empower teachers and site administrators with local creativity and flexibility. County offices of education and other support providers can provide technical assistance and professional learning support at the regional level for the schools and districts they serve. The role of the families, parents, and guardians is all encompassing. Involvement at every level of a student's education is fundamental for each student's personal success. Families, parents, and guardians can ensure that students arrive at school ready to learn, provide quiet time and space at home for students to study, and stay involved in their students' learning through positive engagement about their academic work and social interactions. Additionally, there are many opportunities for involvement at the school site, providing support for administrators, teachers, and students.

Of all stakeholders, students are most important to think about when implementing the new standards. Through engaging content taught by well-prepared teachers using effective strategies, students will respond with interest and perform to their best ability. The role of every other stakeholder group is to ensure that students—all students—gain meaningful access to the content and that all necessary support systems are in place.

Partners and support providers such as county offices of education, professional development providers, state parent groups, state afterschool and early childhood providers provide links between the CDE and the LEAs implementing the CA NGSS. Support provider roles offer a systems-based approach to professional learning for all stakeholders. In reviewing this document, stakeholders should note instances for potential involvement. For various groups, these opportunities may be different. Teachers and administrators may wish to participate in professional learning opportunities.

Families may wish to view CDE-sponsored webinars or review available publications. In many cases, the opportunity for stakeholder input will be more open-ended. For example, the SBE invites public comment on meeting agenda items. In other instances, the CDE will seek stakeholder feedback on particular issues, such as the draft science framework or the development of standards-aligned assessments. Involvement may be as easy as subscribing to a listserv for information on a particular topic. The opportunities abound, and the CDE and SBE welcome and encourage participation.

Guiding Strategies

The *Plan* is grounded in eight guiding strategies for implementation. These strategies encompass all areas of our educational system, and while they provide focus to the work, they also reveal its highly integrated nature. The eight guiding strategies for the CA NGSS systems implementation are:

1. Facilitate high quality professional learning opportunities for educators to ensure that every student has access to teachers who are prepared to teach and facilitate student learning to the levels of rigor and depth required by the CA NGSS.
2. Provide CA NGSS-aligned instructional resources designed to meet the diverse needs of all students.
3. Develop and transition to CA NGSS-aligned assessments that supports the improvement of teaching and learning and provide information that may be used for accountability.
4. Collaborate with parents, guardians, and the early childhood and expanded learning communities to integrate the CA NGSS into programs and activities beyond the K–12 school setting.
5. Collaborate with the postsecondary and business communities and additional stakeholders to ensure that all students are prepared for success in career and college.
6. Seek, create, and disseminate resources to support stakeholders as the CA NGSS systems implementation moves forward.
7. Design and establish systems of effective communication regarding CA NGSS among stakeholders to continuously identify areas of need and disseminate information.
8. Build coalitions to ensure a consistent message and to sustain momentum during implementation.

Process for Development of the *Plan*

The CDE convened representatives from many science stakeholder organizations (e.g., K–12 teachers, administrators, college and university faculty, parent groups, business and industry, county offices of education, professional learning providers, public media providers, informal science centers, and professional organizations) to collaborate on the development of this *Plan*. Over three months, the Science Leadership Team (SLT) with WestEd/K-12 Alliance staff members serving as facilitators, identified important elements of each strategy, developed activities/indicators for each stakeholder and phase, sought input from their constituents at each step of the process, and revised and refined the *Plan* based on the feedback. CDE then asked its different program offices to review the *Plan* and provide comments. The *Plan* was released for a 30-day public comment period beginning July 25, 2014 and was presented for information to the SBE in September 2014. Based on public comment and input from the SBE and CDE leadership, the *Plan* has been revised in October and presented to the SBE for action in November 2014.

Integration with the Common Core State Standards Systems Implementation Plan for California

California's standards have been hailed for their rigor, setting high expectations for all students. Beginning in 1997, California adopted content standards in English language arts (ELA), mathematics, history/social science, science, visual and performing arts, health, world language, physical education, school library standards, and career technical education. California also has English language development (ELD) standards, which outline the stages of proficiency that English learners progress through as they become proficient in English.

The SBE adopted the Common Core State Standards (CCSS) in ELA and Mathematics, including California-specific standards on August 2, 2010. While CCSS in ELA include literacy components in science, they are not directly linked to the CA NGSS and can be found at <http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>, and the CCSS for Mathematics can be found at <http://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf>. Embedded within the CA NGSS are tables explaining the alignment with the CCSS. In addition, CA NGSS Appendix L–Connections to CCSS–Mathematics and Appendix M–Connections to CCSS–Literacy in Science and Technical Subjects <http://www.nextgenscience.org/next-generation-science-standards> further elaborate on the connections between the CA NGSS with the CCSS.

Prior to the development of this *Plan*, the SBE adopted the CCSS Systems Implementation Plan for California (Revised 30-Apr-2014) <http://www.cde.ca.gov/re/cc/documents/ccsssimplementationplan.doc> on March 7, 2012. The CCSS Systems Implementation Plan is a living document that identifies major phases and activities in the implementation of the CCSS throughout California's educational system. With the implementation of the CCSS preceding the implementation of the CA NGSS, the CDE and LEAs will need to consider similarities and the significant milestones of each plan and their relationships. For example, strategies 1 through 7 are similar in both plans and provide a common context where coordination can occur to maximize the use of limited resources and specifically include:

- ❖ Professional development and outreach opportunities mentioned in Strategy 1.
- ❖ Outreach to similar stakeholder groups mentioned in Strategy 4.
- ❖ Communication with partnerships established for Career Technical Education programs to engage members of the local business and postsecondary communities mentioned in Strategy 5.

Introduction for Strategy 1: Professional Learning

Facilitate high quality professional learning opportunities for educators to ensure that every student has access to teachers who are prepared to teach and facilitate student learning to the levels of rigor and depth required by the CA NGSS.

Successful enactment of this strategy requires a collaborative partnership between the CDE, LEAs, and community stakeholders including, but not limited to: county offices of education, professional learning providers, institutions of higher education, the CTC, teacher preparation programs, environmental education providers, science centers and museums, science informal education providers, business and industry partners, professional organizations, and private sector partners.

This strategy incorporates many shifts in instructional practice required by the CA NGSS. It includes professional learning in three-dimensional (3D) teaching and learning (Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts); science for all students; and connections to other applicable CA state standards by topic and grade span. The shifts require a systems approach to science education, whereby policies, programs, personnel, and resources all support common goals.

WestEd's K-12 Alliance has already set the stage for professional learning through an early implementation initiative, the "California K-8 NGSS Early Implementation Initiative". Working with a limited number of schools, this initiative, launched in August 2014, includes intensive professional learning over four years, serves as a lab to beta-test CA NGSS aligned tools and processes, and includes the CA NGSS Collaborative Network to share learning and challenges.

Strategy 1 includes the following three elements:

- **Teacher and Administrator Professional Learning.** This element makes recommendations for developing an expanded pool of teachers trained in CA NGSS professional development and creating regional professional learning communities comprised of these trainers. This element also recognizes the increased focus on scientific and engineering practices at all grade levels and the need for greater teacher understanding of instructional strategies in this area.

- Resources for Professional Learning:** This element addresses the development of a CA NGSS Digital Center on which resources for teaching, learning, and stakeholder understanding of the CA NGSS can be posted. This CA NGSS Digital Center will be housed on the “My Digital Chalkboard” website at www.mydigitalchalkboard.org, sponsored by the CDE. This portal is intended to be a secure interactive central repository with options for uploading and downloading resources, use of search engines, user reviews, and access by all stakeholders. Additional features may include: community spaces, options for resources organized by region, and posting of public awareness materials. Development of this CA NGSS Digital Center is contingent upon availability of funding.
- Teacher Preparation and Credentialing:** This element addresses science teacher credentialing and teacher preparation aligned with CA NGSS.

Suggestions for CA NGSS professional learning at the LEA and community stakeholder levels are also provided.

Strategy 1

California Department of Education Implementation Plan for the CA NGSS

Facilitate high quality professional learning opportunities for educators to ensure that every student has access to teachers who are prepared to teach and facilitate student learning to the levels of rigor and depth required by the CA NGSS.

ELEMENT	AWARENESS	TRANSITION	IMPLEMENTATION
Teacher and Administrator Professional Learning	CDE participates with other professional learning stakeholder organizations to convene CA NGSS awareness roll-out workshops and webinars for local teams of teacher	CDE participates with other professional learning stakeholder organizations to convene CA NGSS transition roll-out workshops and webinars for local teams of teacher leaders and	CDE participates with other professional learning stakeholder organizations to evaluate the workshops and webinars; and based on this information, plan additional professional learning needed for CA NGSS workshops

ELEMENT	AWARENESS	TRANSITION	IMPLEMENTATION
	<p>leaders and administrators.</p> <p>CDE participates with other professional learning stakeholder organizations, LEAs, and content area experts to determine the needs of teachers in understanding how to provide instruction in the scientific and engineering processes.</p>	<p>administrators focused on the differentiated needs and standards for each grade span.</p> <p>Contingent on funding, professional learning for teachers and administrators is developed by experts in the field that specifically addresses instructional strategies related to the scientific and engineering processes.</p>	<p>and webinars for local teams of teacher leaders and administrators.</p> <p>Professional learning for CA NGSS is continually monitored and revised to reflect the needs of the teachers and administrators.</p>
Resources for Professional Learning	<p>CDE, in collaboration with education partners and national partner Achieve, develops a CA NGSS Digital Center portal on the “My Digital Chalkboard” website for the posting of CA NGSS resources.</p>	<p>CDE researches resources that support the implementation of CA NGSS and posts information about, and links to, these resources on the CA NGSS Digital Center.</p>	<p>CDE continually researches and identifies CA NGSS resources and updates the CA NGSS website and the CA NGSS Digital Center accordingly.</p>
Teacher Preparation and Credentialing	<p>CDE works with the CTC to align science teacher credentialing with CA NGSS content and instructional shifts.</p>	<p>CDE works with Institutions of Higher Education to facilitate the inclusion of CA NGSS in teacher preparation programs.</p>	<p>CDE works with the CTC and Institutions of Higher Education to disseminate information about updated science credentialing requirements and teacher preparation programs.</p>

Strategy 1

Suggestions and Opportunities for LEAs

- Develop a district science professional learning plan for all teachers and administrators.
- Explore each school's schedule to allow for collaborative planning time for the purpose of improved science instructional practices.
- Create a regional collaborative for ongoing professional development and sharing of resources.
- Nominate district/school teacher leaders, administrators, and professional development specialists to participate in the roll-out workshops for awareness, transition, and implementation of CA NGSS.
- Consider developing and/or researching existing teaching guidelines and coaching tools for CA NGSS instruction.
- Include the following concepts in local professional development activities:
 - Curricular and instructional shifts
 - 3-D teaching
 - Science and Engineering Practices
 - Engineering standards
 - Performance Expectations
 - Cross Cutting Concepts
 - Alignment with the Common Core State Standards
 - Local assessments and instructional materials as well as materials from national organizations
 - California Environmental Principles and Concepts (EP&Cs)
- Use the resources available on the CA NGSS Digital Center, My Digital Chalkboard, Achieve, National Science Teachers Association, and other sources.
- Differentiate professional learning for targeted student populations and needs, such as:

- Elementary school
- Middle school
- High school
- English language learners
- Students with special needs

Strategy 1

Suggestions and Opportunities for Community Stakeholders and Support Providers

- Determine, address, and support professional learning needs of the education community and the community at large.
- Recommend resources for inclusion on the CA NGSS Digital Center.
- Assist in the development of professional development resources and events.
- Partner with CDE and LEA to research and develop indicators of best CA NGSS practices.
- California's professional development support providers consider collaborating to develop professional learning resources and opportunities aligned with CA NGSS for California educators and administrators.
- Institutions of Higher Education work with CDE, LEAs, community stakeholders, and the CTC to identify the CA NGSS instructional shifts for aligning teacher preparation programs and teacher certification in science.
- Community partners, especially those related to the STEM fields, should encourage stakeholder participation in the NGSS Leadership Rollouts.

Introduction for Strategy 2: Instructional Resources

Provide CA NGSS-aligned instructional resources designed to meet the diverse needs of all students.

Strategy 2 addresses the development, acquisition, and review of the CA NGSS-aligned curriculum resources to meet the diverse needs of all students. Enactment of this strategy requires a collaborative partnership between and among the CDE, the LEAs, expanded learning providers, support providers, philanthropic and nonprofit organizations, and other partners.

This strategy includes new curricular and instructional resources that are likely to be dynamic in format and content, e.g., digital materials, open educational resources, hybrid programs, and California Environmental Principles and Concepts. These instructional resources provide a variety of options to LEAs, and other community partners.

LEAs will have an important decision to make regarding adoption of instructional materials and resources aligned to the CA NGSS. A recommended list of materials adopted by the SBE is available to help LEAs select materials, but the needs of the students in the community should have the largest impact on this local decision.

Strategy 2 includes the following elements:

- **Develop the CA NGSS Curriculum Framework:** The CDE in cooperation with the Instructional Quality Commission is responsible for facilitating the development of the 2016 CA NGSS Curriculum Framework (*Framework*) to be adopted by the SBE. SB 300 (Chapter 480, Statutes of 2013) authorizes the revision of the current *Science Framework for California Schools Grades K–12 (2004)*.
- **Understand the Framework:** The *Framework* provides support in implementing the CA NGSS for all students. The CDE in cooperation with stakeholders will conduct “roll-outs” of the *Framework* throughout California to provide information and examples of CA NGSS best practices. This element addresses the development, implementation, and evaluation of the *Framework* roll-outs as well as next steps.
- **Investigate and Select Instructional Materials for all Grade Levels:** The *Framework* will contain the criteria for evaluating instructional materials used for science instruction in kindergarten through grade eight. The *Framework*,

CA NGSS, and criteria provide guidance to publishers and developers of instructional materials for the submission of materials for state review. The criteria are also used by reviewers of instructional materials (K–8) submitted for adoption. If publishers meet the criteria, their materials are forwarded to the Instructional Quality Commission (IQC) for possible recommendation to the SBE for adoption. For grades 9–12, LEAs are responsible for determining that instructional materials are aligned to content standards and meet the needs of all students.

Information on instructional materials, reviewers, and publishers may be found in the following statutes and Title 5 California Code of Regulations (CCR):

- The process of adopting curriculum frameworks, evaluation criteria and instructional materials is defined in 5 CCR 9510.
- The procedure for selecting reviewers of instructional materials is cited in 5 CCR 9512.
- When publishers submit instructional materials they must follow the process prescribed in 5 CCR 9517

The statutes that allow local education agencies to use instructional materials that are aligned to the CA NGSS but have not been adopted by the California State Board of Education are found in California *Education Code (EC)* sections 60210 (a) and 60210(c).

- **Promote Equity and Access to Instructional Resources:** This element addresses resources, information and strategies to facilitate equitable, quality, and safe science instruction.

To meet the instructional needs of diverse learners, California uses a Multi-Tiered System of Supports (MTSS) model that aligns all systems of high quality instruction, support, and intervention and includes structures for building, changing, and sustaining systems. MTSS occurs in the context of excellent curricula, effective instruction, and a comprehensive assessment system as well as effective leadership, professional learning, and an empowering culture for staff and students. The supports below are necessary as part of California’s commitment to educating all students, including students with special needs, English learners, and gifted and talented students:

- Integrate the principals of Universal Design for Learning in creating and delivering accessible curriculum and lesson plans;
- Model and highlight the benefits of collaborative lesson planning (between special education and general education);

- Reinforce the importance of adopting materials that embed differentiated learning strategies for all students;
- Ensure that every student receives access to grade level science standards utilizing appropriate accommodations.
- Integrate the California Environmental Principles and Concepts into creative learning designs so that all students have access to equitable learning inside and outside of the classroom.

Strategy 2

California Department of Education Implementation Plan for the CA NGSS

ELEMENT	AWARENESS	TRANSITION	IMPLEMENTATION
DEVELOPMENT OF THE CA NGSS CURRICULUM FRAMEWORK	CDE will conduct focus groups to draft guidelines for the curriculum framework; IQC recommends guidelines and members for the Curriculum Framework and Evaluation Criteria Committee (CFCC); SBE approves guidelines for development and members of CFCC.	CFCC develops an initial draft framework and presents it to the IQC; IQC conducts a 60-day field review of the Science Framework and makes revisions. IQC takes action to recommend a draft Science Framework to the SBE.	Draft Science Framework is put out for second 60-day field review. IQC examines comments and makes recommendations for additional revisions. SBE acts on Science Framework in January 2016.
UNDERSTAND THE CA NGSS CURRICULUM FRAMEWORK	Contingent on the availability of funds, the CDE, in collaboration with LEAs and stakeholders, develops presentations and workshops to roll-out the Science Framework.	Contingent on the availability of funds, the CDE, in collaboration with LEAs and stakeholders, develop a plan for presenters for regional Science Framework roll-outs.	Contingent on the availability of funds, the CDE, LEAs, and stakeholders participate in the roll-out of the science framework and evaluate the reception of the Science Frameworks; they subsequently revise existing resources and develop additional ones as appropriate.
REVIEW AND	The IQC recommends and the SBE adopts criteria for evaluating	The SSPI recruits instructional materials reviewers (IMRs) and	The IQC recommends and SBE adopts K-8 science instructional

ELEMENT	AWARENESS	TRANSITION	IMPLEMENTATION
SELECT INSTRUCTIONAL MATERIALS, INCLUDING HANDS-ON MATERIALS	K-8 science instructional materials in January 2016.	content review experts (CREs) for the review of science materials submitted for SBE adoption consideration.	materials in November 2017.
	The CDE and IQC along with LEAs and community stakeholders explores the needs for materials to implement activities, technology, and lab equipment needed for full implementation at all grade levels.		Contingent on funding, the CDE surveys the field to determine the use of instructional materials, technology, and lab equipment used at grade spans, and teacher responses to materials and resources, and reports out to the SBE the findings and any recommendations.
PROMOTE EQUITY AND ACCESS TO INSTRUCTIONAL RESOURCES	<p>The CDE provides research-based guidance and information for districts to help determine the necessary instructional resources and facilities for equitable, high quality, and safe science instruction which will be presented in the Science Curriculum Framework and the Science Safety Handbook.</p> <p>Work with LEA and stakeholders to identify local and state needs to ensure accessibility to quality resources for all students.</p>		<p>The CDE reviews state needs, evaluates the resources, and revises as needed.</p> <p>Identify possible funding sources and request funding as needed.</p>

Strategy 2

Suggestions and Opportunities for LEAs

- Select and support local representative(s) to attend Science Framework roll-out sessions to plan for local implementation of the CA NGSS and train teacher leaders and curriculum leaders within the LEA to build local capacity for implementation of the CA NGSS.
- Empower teacher leaders and curriculum leaders to provide support at school sites to use the Science Framework as a tool to implement the CA NGSS.
- Use the Science Framework criteria, investigate, evaluate, and select a process for selecting appropriate CA NGSS aligned instructional materials that ensure access to science curriculum for all students, including English learners.
- Use CDE information and resources to determine local needs for equitable, high quality, and safe science instruction for all students, including English learners and students with special needs; prioritize the allocation of the funds for equitable facilities, equipment, and instructional resources to ensure access to science curriculum aligned to CA NGSS for all students, including English learners and students with special needs.
- Research best practices in instructional time, gather data from a local needs assessment to determine local needs for instructional time in science for K–12, and adjust schedules according to the feedback obtained.
- Reach out to local philanthropic and nonprofit organizations and request support through funding, resources, and in kind support.
- Use the NGSS Appendices which were adopted as part of the CA NGSS as a resource and are located at: <http://www.cde.ca.gov/pd/ca/sc/ngssstandards.asp>

Strategy 2

Suggestions and Opportunities for Community Stakeholders and Support Providers

- Individually and collaboratively, plan strategies and activities to facilitate the roll-out of the SBE-adopted science framework according to local needs.
- Structure educational services and supports that are aligned to CA NGSS and CA NGSS-aligned instructional materials.
- Determine LEA needs and provide support to facilitate equitable, high quality, and safe science education and education services for all students including English learners and students with special needs.
- Support implementation at the local and state level by providing or securing resources or funding for resources.

Introduction for Strategy 3: Assessment

Develop and transition to CA NGSS-aligned assessments that support the improvement of teaching and learning and provide information that may be used for accountability.

Strategy 3 addresses the development and implementation of high quality, CA NGSS-aligned assessments to ensure that K–12 students in California are prepared to demonstrate the depth of understanding required by the CA NGSS. Successful enactment of this strategy requires collaborative efforts among the CDE, SBE, and various science education community stakeholders.

This strategy reflects a paradigm shift in assessment practice as recommended by the CA NGSS. Emphasis will be on the use of assessment tools, processes, and practices to support teaching and learning and on student performance data for accountability purposes. The successful implementation of the CA NGSS-aligned assessments should include a systemic and systematic approach to assessment that focuses not just on content knowledge, but also on student competency with specific practices and their comprehension of cross-cutting concepts through the integration of the three-dimensional approach to understand science and engineering (Science and Engineering Practices, Disciplinary Core Ideas, and Cross Cutting Concepts) that define the CA NGSS.

Strategy 3 includes the following two elements for the development, implementation, and support of statewide CA NGSS-aligned assessments pursuant to California *EC* Section 60640:

- **Formative Assessment Tools and Processes:** The CDE develops and implements innovative, assessment options such as Formative Assessment Tools and Processes¹, considering grade span, matrix-sampling, performance tasks, and portfolios to augment the ESEA-required summative assessments,.
- **Accountability provisions:** To meet federal accountability provisions under the Elementary and Secondary Education Act (ESEA)², the CDE develops and implements innovative statewide, CA NGSS-aligned, Summative Assessments.

¹ Formative assessment tools and processes may be embedded in instruction and used by classroom teachers to inform their day-to-day practice. Formative assessment data may be used to provide feedback for purposes of adjusting instruction to improve teaching and learning.

² Summative assessment data may be used to guide decisions regarding curriculum, professional learning for educators, and to fulfill state and federal accountability requirements.

Proposed Science Assessment Implementation Timeline

July 2014:	Science assessment stakeholder meetings were conducted
2013–14:	ESEA-required CST, CMA, CAPA Science tests were administered in grades 5, 8, & 10
2014–2017:	ESEA-required CST, CMA, CAPA Science tests will be administered in grades 5, 8, & 10
2015–16:	Development of ESEA science assessments and tools aligned to the NGSS are proposed to begin
2016–17:	Pilot Test
2017–18:	Field Test
2018–19:	Operational Test

Strategy 3

California Department of Education Implementation Plan for the CA NGSS

Develop and transition to CA NGSS-aligned assessments that support the improvement of teaching and learning and provide information that may be used for accountability.

ELEMENT	AWARENESS	TRANSITION	IMPLEMENTATION
Development and Implementation of Formative Assessment Tools and Processes	With stakeholder input, the CDE develops a CA NGSS-aligned assessment implementation plan.	The CDE develops criteria to evaluate and repurpose available assessment resources and/or guides the development of new assessment resources (e.g.,	The CDE develops, pilots, field-tests, operationally administers, and evaluates additional statewide CA NGSS-aligned tests and test administration resources.

ELEMENT	AWARENESS	TRANSITION	IMPLEMENTATION
		<p>formative assessment tools and processes).</p> <p>The CDE identifies and develops high-quality CA NGSS-aligned assessment resources (e.g., formative assessment tools and processes and performance tasks and scoring rubrics to be used in the classroom to develop and measure students' competency in evidence-based inquiry [designing, conducting, observing, analyzing, and communicating]), based upon the criteria mentioned above.</p>	<p>The CDE provides access to assessment tools and processes needed by the science education community to implement formative processes and practices and support summative statewide assessments.</p> <p>The CDE and its contractors develop training materials and conducts local and regional training sessions for assessment administration.</p> <p>The CDE continues to administer statewide CA NGSS-aligned assessments (i.e., ESEA-required tests), administers additional statewide CA NGSS-aligned computer-based tests (i.e., non-ESEA requires tests) if approved by the SBE, and provides test results to parents, schools, LEAs, and counties.</p>

ELEMENT	AWARENESS	TRANSITION	IMPLEMENTATION
<p>Development and Implementation of Statewide, CA NGSS-aligned, Computer-based Summative Assessments</p>	<p>The CDE holds Science Assessment Stakeholder meetings to collect input regarding CA NGSS-aligned assessments.</p>	<p>The CDE develops recommendations for CA NGSS-aligned assessments considering stakeholder input.</p> <p>The SSPI presents these recommendations to the SBE.</p> <p>The SBE considers and adopts the SSPI recommendations for statewide CA NGSS aligned assessments.</p>	<p>The CDE implements the SBE-adopted CA NGSS assessment recommendations and plan.</p> <p>The CDE develops pilots, field-tests, operationally administers, and annually evaluates new statewide CA NGSS-aligned tests.</p> <p>The CDE administers statewide CA NGSS-aligned computer-based tests and provides test results to students, families, and LEAs.</p>

Strategy 3

Suggestions and Opportunities for LEAs

- Participate in statewide assessment informational and stakeholder meetings. Develop an LEA transition plan to repurpose available local and statewide assessment resources for classroom instruction and new statewide CA NGSS-aligned tests (i.e., ESEA-required tests).
- Evaluate and repurpose available assessment resources and/or guide the development of resources (e.g., formative assessment tools and processes) to inform science instruction.
- Use high-quality sample CA NGSS-aligned assessment resources (e.g., formative assessment tools and processes and performance tasks and scoring rubrics to be used in the classroom to develop student cognitive skills and measure student's competency in evidence-based inquiry [designing, conducting, observing, analyzing, and communicating]) to improve teaching and learning.
- Participate in the state test development process (pilot testing, field testing, item/task scoring, etc.).
- Evaluate LEA technology readiness for CA NGSS-aligned computer-based testing and upgrade infrastructure as needed.
- Use state assessment administration resources (e.g., test administration tools, test scoring and results analysis guides).
- Administer statewide CA NGSS-aligned computer-based tests (i.e., ESEA-required tests and any non-ESEA required tests approved by the SBE) and analyze and use student test data to support the improvement of instruction in the classroom.

Strategy 3

Suggestions and Opportunities for Community Stakeholders and Support Providers

- Participate in statewide assessment informational stakeholder meetings.
- Collaborate with LEAs in local assessment shifts, development, and implementation processes, as agreed upon by the LEA or science education community at large.
- Recommend formative assessment resources for inclusion in the CA NGSS Digital Center for educators and administrators.
- Consider collaborating in developing CA NGSS-aligned resources that address the needs of the California diverse student population.
- Provide funding and resources to support formative processes and performance task opportunities at the local and state level.

Introduction for Strategy 4: Parents and Guardians, Early Childhood, Expanded Learning

Collaborate with parents, guardians, and the early childhood and expanded learning communities to integrate the CA NGSS into programs and activities beyond the K–12 setting.

Strategy 4 addresses the development and implementation of the CA NGSS-aligned collaborations with parents/guardians, the early childhood community, and expanded learning communities to incorporate the CA NGSS into programs and activities beyond the K–12 school setting. Enactment of this strategy requires a collaborative partnership between: the CDE, LEAs, and community stakeholders including but not limited to: parent groups, science centers and museums, county offices of education, professional learning providers, youth clubs/programs, and afterschool programs.

This strategy is designed to develop stakeholder awareness of the messages in the CA NGSS and increase educational opportunities for children during early childhood expanded learning experiences and out-of-school programs for all students in the K–12 system, including students learning English and students with special needs. Science is important for all students as it provides many opportunities for a variety of oral language development, pre-literacy, literacy experiences, and environmental education experiences, including the California Environmental Principles and Concepts (EP&Cs). It also addresses early childhood education (birth to age five), as well as, learning opportunities provided by parents/guardians (e.g., family field trips to science centers, museums, parks, and zoos).

Strategy 4 includes the following elements:

- **Communication.** This element includes developing public understanding of the CA NGSS through outreach initiatives and creating multimedia and multilingual activities and venues. The awareness phase defines a common understanding of the CA NGSS; the transition phase delineates collaborative action steps to work towards the CA NGSS implementation; the implementation phase includes broadening awareness; developing and revising plans; and measuring effectiveness.
- **Products and Tools.** This element includes collaborative development of a variety of multimedia and multilingual tools. These tools include web portals, PowerPoint presentations, newsletter templates, tip sheets, moments of science, careers, science in the environment, and hands-on modules and science kits for use by early childhood

service providers, parents, and after school clubs. The products and tools are disseminated and revised based on feedback.

- **Resources.** This element defines the collaborative role of the CDE, LEAs, and community stakeholders to identify available resources and innovative programs for targeted audiences aligned to CA NGSS, such as those related to science, technology, engineering, and mathematics (STEM), and environment-based education. The element also identifies and disseminates promising and innovative practices to various audiences.

Strategy 4 California Department of Education Implementation Plan for the CA NGSS

Collaborate with parents, guardians, and the early childhood and expanded learning communities to integrate the CA NGSS into programs and activities beyond the K–12 setting.

ELEMENT	AWARENESS	TRANSITION	IMPLEMENTATION
COMMUNICATION	The CDE, in collaboration with LEAs and community stakeholders, seeks resources to develop a multi-media, multi-lingual public information outreach initiative about the CA NGSS differentiated for: <ul style="list-style-type: none"> ○ Parents and guardians ○ Early childhood communities ○ Expanded learning communities ○ Other settings outside of the K–12 community. 	The CDE, in collaboration with LEAs and community stakeholders disseminates multi-media, multi-lingual public information about the CA NGSS differentiated for specific target audiences, including: <ul style="list-style-type: none"> ○ Parents and guardians ○ Early childhood communities ○ Expanded learning communities ○ Other settings outside of the K–12 community. 	

ELEMENT	AWARENESS	TRANSITION	IMPLEMENTATION
PRODUCTS AND TOOLS	<p>The CDE works with LEAs and community stakeholders beyond the K–12 setting to determine product and tool needs to support awareness of CA NGSS for:</p> <ul style="list-style-type: none"> ○ Parents and guardians ○ Early childhood communities ○ Expanded learning communities ○ Other settings outside of the K-12 community. 	<p>The CDE works with LEAs and community stakeholders beyond the K-12 setting to identify, develop, and disseminate products and tools to support transition to and implementation of CA NGSS for:</p> <ul style="list-style-type: none"> ○ Parents and guardians ○ Early childhood communities ○ Expanded learning communities ○ Other settings outside of the K–12 community. 	
RESOURCES	<p>The CDE researches resource opportunities to support innovative CA NGSS programs for:</p> <ul style="list-style-type: none"> ○ Parents and guardians ○ Early childhood communities ○ Expanded learning communities ○ Other settings outside of the K–12 community. 	<p>The CDE distributes information about resource opportunities to support innovative CA NGSS programs for:</p> <ul style="list-style-type: none"> ○ Parents and guardians ○ Early childhood communities ○ Expanded learning communities ○ Other settings outside of the K–12 community. 	

Strategy 4
Suggestions and Opportunities for LEAs

- In collaboration with CDE and community stakeholders, seek resources to develop and disseminate a multi-media, multi-lingual public information outreach initiative about the CA NGSS differentiated for: parents and guardians, early childhood communities, expanded learning communities, and other settings outside of the K–12 community.
- In collaboration with CDE and community stakeholders beyond the K–12 setting, identify, develop, and disseminate products and tools to support transition to CA NGSS for: parents and guardians, early childhood communities, expanded learning communities, and other settings outside of the K–12 community.
- Identifies possible resource opportunities for education programs beyond the K–12 setting, and partner with community stakeholders to apply for resources and possible grant opportunities offered through philanthropic and non-profit organizations.

Strategy 4

Suggestions and Opportunities for Community Stakeholders and Support Providers

- In collaboration with CDE and LEAs, seek resources to develop and disseminate a multi-media, multi-lingual public information outreach initiative about the CA NGSS differentiated for: parents and guardians, early childhood communities, expanded learning communities, and other settings outside of the K–12 community.
- In collaboration with CDE and LEAs, identify, develop, and disseminate products and tools to support transition to CA NGSS for: parents and guardians, early childhood communities, expanded learning communities, and other settings outside of the K–12 community.
- Consider identifying, developing, and/or providing statewide and regional training opportunities, including but not limited to conferences, webinars, online tutorials, and workshops aligned to CA NGSS and differentiated for: parents and guardians, early childhood communities, expanded learning communities, and other settings outside of the K–12 community.
- Identify possible resource opportunities for education programs beyond the K–12 setting, and partner with LEAs to apply for resources and possible grant opportunities.

Introduction for Strategy 5: Postsecondary and Business Communities

Collaborate with the postsecondary and business communities and additional stakeholders to ensure that all students are prepared for success in career and college.

Strategy 5 addresses the collaboration with the postsecondary and business communities and additional stakeholders to ensure that all students are prepared for success in career and college through effective science instruction. Enactment of this strategy requires a collaborative partnership between the CDE, LEAs, and community partners, including but not limited to: business and industry, institutes of higher education, teacher preparation programs, parent groups, professional learning providers, professional associations, and nonprofit organizations.

This strategy is designed to establish networks of interested partners to ensure student preparation for career and college options and to communicate with stakeholders how the CA NGSS relates to student success. The strategy also addresses the intersections of the CA NGSS with the 2013 Career Technical Education Model Curriculum Standards (CTE Standards); and makes connections to cultural nuances that help bridge science education programs with business and industry needs.

Strategy 5 includes the following elements:

- **Identify Existing and Establish New Networks.** This element includes the establishment of networks at the state, local, and regional levels. Throughout the implementation phases, this element also builds and expands on existing networks; enabling the linkage between the CA NGSS and career and college readiness.
- **College and Career Pathways.** This element addresses the relationship between the CA NGSS and the CTE Standards and how this synergistic relationship can be used to address 21st century skills and career and college goals at the local level. The topic also addresses the use of identified resources (people and programs) to facilitate college and career exploration and preparation for science, engineering, and technology fields for all students, including English language learners and students with special needs.

Strategy 5

California Department of Education Implementation Plan for the CA NGSS

Collaborate with the postsecondary and business communities and additional stakeholders to ensure that all students are prepared for success in career and college.

ELEMENT	AWARENESS	TRANSITION	IMPLEMENTATION
IDENTIFY EXISTING AND ESTABLISH NEW NETWORKS	<p>The CDE identifies institutes of higher education and other community stakeholders interested in ensuring that all students, including English learners and students with special needs, are prepared for career and college.</p>	<p>The CDE participates in local, statewide, multi-state, and national discussions to convey the importance of high quality science education as part of ensuring that all students are prepared for career and college.</p>	<p>The CDE collaborates with relevant community stakeholders to support and promote high quality science education as an integral part of college and career preparation.</p>
COLLEGE AND CAREER PATHWAYS	<p>Contingent on available funds, the CDE develops a document that identifies the relationship of the CA NGSS with the CTE Standards to 21st century skills and college and career goals.</p> <p>The CDE identifies resources to facilitate college and career exploration and preparation in science, engineering, and technology fields.</p>	<p>Contingent on available funds, the CDE disseminates the document, and provides briefings and professional learning opportunities, to describe the relationship of the CA NGSS and the CTE Standards to 21st century skills and college and career goals.</p> <p>The CDE posts, on the CA NGSS Digital Center, information regarding resources for college and career exploration and preparation in science, engineering, and technology fields.</p>	<p>The CDE works with teacher preparation programs to ensure that academic and CTE teacher candidates across the state have information and strategies necessary to include the CA NGSS in their programs of study.</p> <p>Contingent on available funding, the CDE provides training in the access and use of resources on CA NGSS Digital Center to facilitate college and career exploration and preparation in science, engineering, and technology fields.</p>

Strategy 5

Suggestions and Opportunities for LEAS

- Develop partnerships with Institutes of Higher Education and other community partners to ensure that every student has a comprehensive science education in preparation for college and careers in the 21st century.
- Collaborate with community partners to provide information, resources, and professional learning opportunities to facilitate familiarity with and infusion of CA NGSS in their programs.
- Understand the intersections of the CA NGSS with the CTE Standards in relation to 21st century skills and college and career goals.
- Work with community partners to develop articulated pathways, and research other possible infrastructures so that all students will have the opportunity to pursue college and careers in science, technology, and engineering fields.

Strategy 5

Suggestions and Opportunities for Community Stakeholders and Support Provider

- Participate in discussions to ensure all students are prepared for college and career in the 21st century.
- Provide opportunities for teachers and students to participate in the workplace to enhance their 21st century job skills relating to science, technology, and engineering.
- Understand the intersection of CA NGSS and the needs of a modern workforce.
- Provide training to LEAs relating to college and career exploration in science, technology, and engineering.

Introduction for Strategy 6: Resources

Seek, create, and disseminate resources to support stakeholders as the CA NGSS implementation moves forward.

Strategy 6 addresses ways to seek, create, and disseminate resources to support stakeholders throughout and beyond the implementation phase of the CA NGSS. Enactment of this strategy requires a collaborative partnership between and among the CDE, LEAs, and community partners.

This strategy describes a multi-tiered approach to ensure purposeful identification, development, and dissemination of resources to implement the CA NGSS. The term “resources” is used to describe time, people, funding, physical materials including facilities to provide science and engineering teaching and learning experiences, intellectual materials, and community resources.

Strategy 6 includes the following element:

- **Seek, Create, and Disseminate Resources.** This element provides a set of activities for the CDE, LEAs, and community stakeholders. During the awareness phase, the CDE identifies, develops, and disseminates resources aligned to the CA NGSS to meet the needs of California’s diverse constituency. During the transition phase, resources are modified, obtained, and created to address stakeholder needs. The focus in the implementation phase is to ensure sustainability of instructional strategies and build capacity at the classroom level throughout all phases of implementation.

This element also describes a mechanism for resource dissemination through the creation and maintenance of the CA NGSS Digital Center referenced in other strategies of this *Plan*. Key features of the CA NGSS Digital Center include:

- A secure interactive platform
- Options for uploading and downloading resources
- User reviews
- Accessible by all stakeholders

Strategy 6

California Department of Education Implementation Plan for the CA NGSS

Seek, create, and disseminate resources to support stakeholders as the CA NGSS implementation moves forward.

ELEMNT	AWARENESS	TRANSITION	IMPLEMENTATION
<p>SEEK, CREATE, AND DISSEMINATE RESOURCES</p>	<p>The CDE, in partnership with various stakeholders, identifies public and private resources to support CA NGSS implementation.</p> <p>The CDE, in collaboration with stakeholders, identifies CA NGSS implementation gaps and needs.</p>	<p>Contingent on available funding, CDE in partnership with LEAs and community stakeholders establishes and develops protocols for the Digital Center, a secure online mechanism to gather, review, and share CA NGSS resources.</p> <p>The CDE and stakeholders research appropriate public and private resources and strategies to meet those needs.</p>	<p>Contingent on available funding, the CDE disseminates information through the Digital Center regarding CA NGSS implementation resources (public and private) that meet the diverse needs of California students and schools.</p> <p>The CDE accesses available public and private resources and seeks funding to develop new resources, to meet identified CA NGSS implementation gaps and needs.</p>

Strategy 6

Suggestions and Opportunities for LEAs

- Evaluate local resource needs for CA NGSS implementation.
- Identify public and private resources to support the implementation of CA NGSS.
- Provide appropriate resources at the local level for CA NGSS implementation.
- Create resources to enhance public awareness regarding CA NGSS.
- Post public awareness materials to NGSS web sites and CA NGSS Digital Center.
- Develop local incentive program to recognize teachers who create exemplar materials related to CA NGSS.
- Work with the CDE to establish protocols for CA NGSS Digital Center resources.

Strategy 6

Suggestions and Opportunities for Community Stakeholders and Support Providers

- Work with LEAs to develop materials related to CA NGSS.
- Identify and allocate public and private resources to support LEAs in the implementation of CA NGSS.
- Build interagency awareness regarding CA NGSS resources and resource needs.
- Seek feedback from LEAs regarding resources, and modify as needed.
- Work with the CDE to establish protocols for CA NGSS Digital Center resources.

Introduction for Strategy 7: Communication

Design and establish systems of effective communication regarding CA NGSS among stakeholders to continuously identify areas of need and disseminate information.

Strategy 7 addresses the design and establishment of effective communication systems among stakeholders to continuously disseminate information to meet the needs of various stakeholders throughout the CA NGSS implementation. Based on lessons learned while implementing the CA CCSS, this element is most important since providing the public with an understanding of CA NGSS will assist in gaining public support. Enactment of this strategy requires a collaborative partnership between and among the CDE, LEAs, partners, and community stakeholders.

This strategy addresses two overarching communication needs. First is the need for a multi-media communication system and associated tools. This system would include a CA NGSS Digital Center that supports Strategies 1–6, and provides a two-way communication system among stakeholder groups that is contingent on available funds. The second need is for a public outreach, awareness, and education campaign for all stakeholders that informs and promotes the benefits of the CA NGSS.

Strategy 7 includes the following elements:

- **Communication Tools.** This element identifies necessary communication tools and systems to effectively implement Strategies 1–6. It also addresses the need for public awareness tools such as multi-media (e.g. web-based as well as face to face, social-media, printed materials, videos, webinar, and TV) be included for all stakeholders. This section addresses the development of a CA NGSS Digital Center on which resources for teaching, learning, and stakeholder understanding of the CA NGSS may be posted. This CA NGSS Digital Center would be housed on the “My Digital Chalkboard” website at www.mydigitalchalkboard.org, sponsored by the State of California with the support from the Californians Dedicated to Education Foundation. This portal is intended to be a secure interactive central repository with options for uploading and downloading resources, use of search engines, user reviews, and access by all stakeholders. Additional features may include: community spaces, options for resources organized by region, and posting of public awareness materials. Development of this CA NGSS Digital Center is contingent upon availability of sufficient funding.

- Communication Outreach.** This element addresses the development of a public awareness campaign to inform stakeholders of developments and resources in the implementation of the CA NGSS, encourage use of the CA NGSS Digital Center, and use of the communication system for successful implementation and support of CA NGSS.

Strategy 7

California Department of Education Implementation Plan for the CA NGSS

Design and establish systems of effective communication regarding CA NGSS among stakeholders to continuously identify areas of need and to disseminate information.

ELEMENT	AWARENESS	TRANSITION	IMPLEMENTATION
COMMUNICATION TOOLS	The CDE, in collaboration with stakeholders and web developers, researches options for creating a website for CA NGSS resources and communications, entitled the CA NGSS Digital Center.	The CDE works with stakeholders and web developers to create the CA NGSS Digital Center to be located on the “My Digital Chalkboard” website, sponsored by the CDE.	The CDE posts resources, communications, and public awareness materials on the CA NGSS Digital Center and continually updates the materials on this website.
	Working with Achieve and other states who have adopted NGSS the CDE, in collaboration with stakeholders, identifies necessary communication tools such as face-to-face, social media, printed materials, videos, and webinars in support of research-based CA NGSS implementation strategies.	Contingent on available funding, the CDE, in collaboration with stakeholders, develops materials and tools for communication, disseminates them through appropriate multi-media and face to face venues, and collects feedback on their effectiveness and usefulness.	The CDE continually adapts and refines communication materials, tools, and systems based on research, identified needs, and feedback from stakeholders.

ELEMENT	AWARENESS	TRANSITION	IMPLEMENTATION
COMMUNICATION OUTREACH	Contingent on funding, and working with Achieve, who is leading the multi-state efforts and other states who have adopted NGSS, the CDE designs a multi-media outreach campaign to inform all stakeholders about CA NGSS, engages them in the process of implementation, and advises them of available resources.		Contingent on available funding, the CDE, in collaboration with all stakeholders, facilitates implementation, evaluation, and continuous improvement of the outreach campaign.

Strategy 7 Suggestions and Opportunities for LEAs

- Identify resources that have been effective in the implementation of CA NGSS and submit these to CDE for consideration for posting on the CA NGSS Digital Center.
- Encourage use of the CA NGSS Digital Center by teachers, administrators, parents, business and community partners, and other stakeholders.
- Develop and implement a local awareness campaign about the CA NGSS and encourage dialogue, understanding, and support of CA NGSS.
- Include use of CA NGSS Digital Center tools and communications system in local CA NGSS implementation plans.

Strategy 7 Suggestions and Opportunities for Community Stakeholders and Support Providers

- Identify resources that would assist in communication about, and implementation of, CA NGSS and submit these to CDE for consideration for posting on the CA NGSS Digital Center.

- Encourage use of the CA NGSS Digital Center by community stakeholders.
- Develop and implement a local awareness campaign about the CA NGSS and encourage dialogue, understanding, and support of CA NGSS.

Introduction for Strategy 8: Coalition Building

Build coalitions to ensure a consistent message and to sustain momentum during CA NGSS implementation.

Strategy 8 addresses the design and implementation of coalitions of people who have joined together for the common purpose of supporting the quality implementation of the CA NGSS. The enactment of this strategy requires a collaborative partnership between the CDE, LEAs, expanded learning professionals, and local community stakeholders including but not limited to: business and industry, county offices of education, professional learning providers, institutes of higher education, professional organizations, science centers and museums, science informal education providers, public media providers, and other partners.

This strategy represents statewide and community advocacy including parents, business, and other interested community members as well as educators. The purpose of coalition building is to provide momentum and develop consistent messages and information that is responsive to the needs at all levels: state, regional, and local. The messages are tailored to a variety of audiences to build understanding, foster interest, and lay the foundation for broad support of the quality implementation of the CA NGSS.

Strategy 8 includes the following elements:

- **Coalition Building and Coalition Purpose:** This element addresses the identification and establishment of coalitions and their members over the course of the CA NGSS implementation and beyond. The coalitions are viewed as changing and expanding entities with multiple and diverse members who have vested interests in the effective implementation of the CA NGSS. This element addresses coalitions at the state and local levels and describes how community stakeholders can inform and support each.
- **Dissemination of Consistent Messaging:** This element addresses the need for consistent messaging across the state tailored to targeted audiences. The messages will need to be responsive to the changing needs throughout the implementation phases of the CA NGSS and will be relevant to the state, regional, and local contexts. Further, the messages will be data driven and support components of the system (e.g., professional learning, instructional

materials, assessments, resources, and funding) that are necessary for quality implementation. Dissemination of the coalitions' advocacy messages will ensure universal and high quality implementation of the CA NGSS by all stakeholders and the messages will be modified and refined as needed and appropriate by the coalition.

Strategy 8 California Department of Education Implementation Plan for the CA NGSS

Build coalitions to ensure a consistent message and to sustain momentum during CA NGSS implementation.

ELEMENT	AWARENESS	TRANSITION	IMPLEMENTATION
COALITION BUILDING AND PURPOSE	Contingent on available funding, the CDE, along with multiple interested stakeholders, identifies an inclusive strategy to invite interested entities to join an expanded state coalition to ensure effective implementation of the CA NGSS at the State and local levels.	Contingent on available funding, the CDE along with interested stakeholders, convenes an initial coalition meeting to establish meeting schedules and determine governance of the coalition and further define the role and function of the coalition.	Contingent on available funding, the CDE participates as a partner in the coalition, developing messages regarding professional learning, instructional materials, assessments, resources, and funding. The coalition will also identify model program achievements statewide and help recruit and identify new coalition members as needed.
DISSEMINATION OF CONSISTENT MESSAGING	Contingent on availability of funds, the CDE will work with the coalition members to begin to identify and prioritize CA NGSS implementation issues and needs that need to be addressed at the local and statewide levels.	Contingent on availability of funds, the CDE will work with the coalition to better understand the scope and depth of statewide implementation. The coalition will leverage the expertise and resources of its members and develop consistent messaging for dissemination to multiple audiences regarding the CA	Contingent on availability of funds, the CDE, as a partner in the coalition, will continue to develop and refine messaging for multiple audiences regarding the CA NGSS implementation to sustain momentum and ongoing coalition activities and initiatives. The coalition members will also evaluate the effectiveness of its

ELEMENT	AWARENESS	TRANSITION	IMPLEMENTATION
		NGSS.	dissemination efforts.

Suggestions and Opportunities for LEAs

- Establish local coalitions regionally with nearby LEAs, businesses, and philanthropic and non-profit organizations to build capacity and provide support for identified implementation needs and challenges. Local coalitions can provide activities and messaging to assist the local community in better understanding the CA NGSS.
- Local coalitions gather local and state data to craft consistent messages for targeted local audiences that outline the scope and depth of implementation and the needs for sustaining implementation within the community.
- Each local coalition helps develop and disseminate materials for multiple audiences around the CA NGSS implementation, continues to advocate for quality implementation, and leverages the expertise of the coalition to sustain ongoing coalition activities and initiatives.

Suggestions and Opportunities for Community Stakeholders and Support Providers

- Work with local LEAs to establish local coalitions regionally with businesses and philanthropic and non-profit organizations to build capacity and provide support for identified implementation needs and challenges. Local coalitions can provide activities and messaging to assist the local community in better understanding the CA NGSS.
- Community stakeholders identify possible funding streams for CA NGSS implementation and collaborate with CDE and LEAs to participate in statewide and local coalitions focused on high quality CA NGSS implementation and to identify potential state and local coalition members.

- Community stakeholders collaborate with other coalition members to gather local and state data to craft consistent messages for target audiences that outline the scope and depth of CA NGSS implementation and the needs for sustaining implementation.
- Community stakeholders collaborate with members of the coalition to help develop and disseminate messaging materials for multiple audiences, to advocate for the components required for successful implementation of the CA NGSS, as they leverage the expertise of the coalition to sustain ongoing activities and initiatives.

Appendix A: Next Generation Science Standards Resources

The following is an initial list of resources that may be useful to support teachers, administrators, support providers, and other partners as they begin to implement the Next Generation Science Standards

California Department of Education Resources

- ❖ A Blueprint for Great Schools: <http://www.cde.ca.gov/eo/in/bp/documents/yr11bp0709.pdf>
- ❖ *A Look at Kindergarten Through Grade Six, and Grades Seven and Eight, in California Public Schools:* <http://www.cde.ca.gov/ci/cr/cf/grlevelcurriculum.asp>
- ❖ A Vision for Expanded Learning in California, Strategic Plan 2014–2016: <http://www.cde.ca.gov/ls/ba/cp/documents/asdstrategicplan.pdf>
- ❖ Alignment of the Preschool Learning Foundations: <http://www.cde.ca.gov/sp/cd/re/psalignment.asp>
- ❖ California Discipline Specific Model for Grades 6–8: <http://www.cde.ca.gov/pd/ca/sc/ngssstandards.asp>
- ❖ California Assembly Bill 899 – Webber; English Language Development Standards: http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140AB899
- ❖ California Code of Regulations – Title 5: Article 4 School Facilities: <http://www.cde.ca.gov/ls/fa/sf/title5regs.asp>
- ❖ California Career Resource Network: <http://www.californiacareers.info/>
- ❖ California ELD Standards Resources: <http://www.cde.ca.gov/re/cc/eldresources.asp>
- ❖ [California Environmental Principles and Concepts:](http://www.californiaeei.org/abouteei/whatistaught/epc/) <http://www.californiaeei.org/abouteei/whatistaught/epc/>
- ❖ California Preschool Learning Foundations: <http://www.cde.ca.gov/sp/cd/re/psfoundations.asp>

- ❖ California Science Curriculum Frameworks Web site: <http://www.cde.ca.gov/ci/sc/cf/>
- ❖ California Science Safety Handbook: <http://www.cde.ca.gov/pd/ca/sc/documents/scisafebk2012.pdf>
- ❖ Career Technical Education Model Curriculum (CTE) Standards:
<http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp>
- ❖ Common Core State Standards Web site: <http://www.cde.ca.gov/re/cc/>
- ❖ Family Engagement Framework, A Tool for California School Districts (2011):
http://www.wested.org/online_pubs/cpei/family-engagement-framework.pdf
- ❖ Greatness By Design: Supporting Outstanding Teaching to Support a Golden State:
<http://www.cde.ca.gov/eo/in/documents/greatnessfinal.pdf>
- ❖ Innovate - A Blueprint for Science, Technology, Engineering, and Mathematics in California Public Education: <http://www.cde.ca.gov/pd/ca/sc/documents/innovate.pdf>
- ❖ Next Generation Science Standards (NGSS) Web Site: <http://www.cde.ca.gov/pd/ca/sc/ngssintrod.asp>
- ❖ Professional Development Opportunity Search Form: <http://www.cde.ca.gov/pd/te/ce/prodev07intro.asp>
- ❖ Recommendations for Transitioning California to a Future Assessment System:
<http://www.cde.ca.gov/ta/tg/sa/documents/suptrecrptjan13.pdf>
- ❖ SMARTER Balanced Assessment Consortium Web Page: <http://www.cde.ca.gov/ta/tg/sa/smarterbalanced.asp>
- ❖ Superintendent's Quality Professional Learning Standards: http://cacompcenter.org/wp-content/uploads/2014/05/QPLS-Preview-Copy_052014.pdf

National Resources

- ❖ Climate Literacy: The Essential Principles of Climate Science Web Site: <http://cpo.noaa.gov/OutreachandEducation/ClimateLiteracy.aspx>
- ❖ Common Core State Standards Initiative Web Site: <http://www.corestandards.org/>
- ❖ *Developing Assessments for the Next Generation Science Standards* a report by the National Research Council is available at: http://www.nap.edu/catalog.php?record_id=18409.
- ❖ Next Generation Science Standards (NGSS) Web Site: <http://www.nextgenscience.org/>
- ❖ Ocean Literacy: The Essential Principles and Fundamental Concepts of Ocean Sciences for Learners of All Ages Web Site: <http://oceanliteracy.net/>
- ❖ Ocean Literacy Scope and Sequence for Grades K-12: <http://www.oceanliteracy.net>
- ❖ SMARTER Balanced Assessment Consortium Web Site: <http://www.smarterbalanced.org/>
- ❖ Student Achievement Partners: <http://www.achievethecore.org/>

Organizations, Initiatives, and Web-Based Resources:

- ❖ Association of California School Administrators: <http://www.acsa.org/>
- ❖ Achieve, Inc.: <http://achieve.org/>
- ❖ BaySci: A Partnership for Bay Area Science Education Web Site: <http://www.baysci.org>
- ❖ California County Superintendents Educational Services Association: <http://ccsesa.org/>
- ❖ California School Boards Association: <http://www.csba.org/>
- ❖ California Science Teachers Association: <http://www.cascience.org/csta/csta.asp>

- ❖ California Science Project: <http://csmp.ucop.edu/csp>
- ❖ California State PTA: <http://www.capta.org/>
- ❖ California STEM Learning Network: <http://www.cslnet.org/>
- ❖ Change the Equation: <http://changetheequation.org/>
- ❖ Click2Science PD: <http://www.click2sciencepd.org/>
- ❖ K-12 Alliance/WestEd: <http://www.wested.org/project/k-12-alliance/>
- ❖ My Digital Chalkboard: <https://www.mydigitalchalkboard.org/>
- ❖ National Association for the Education of Young Children: <http://www.naeyc.org/>
- ❖ National Science Teachers Association: <http://www.nsta.org/>
- ❖ Performance Assessment Links in Science (PALS), National Science Education Standards: <http://pals.sri.com/>
- ❖ STEM² The Power of Discovery: <http://powerofdiscovery.org/>
- ❖ STEMx Sustainability Compass (rubric): <http://www.stemx.us/>
- ❖ The Coalition for Science Afterschool: <http://afterschoolscience.org/directory/>
- ❖ The Public Broadcasting System, Science and Nature: <http://www.pbs.org/topics/science-nature/>

Articles, Books, and Research

- ❖ Achieve, Inc. (2014). Educators Evaluating Quality Instructional Products (EQUiP) Rubric: <http://www.achieve.org/EQuIP>
- ❖ Bybee, Roger W. (2013). Translating NGSS for Classroom Instruction: <http://learningcenter.nsta.org/files/PB341Xweb.pdf>
- ❖ Coggshall, Jane G. (2012). Toward the Effective Teaching of New College- and Career-Ready Standards: Making Professional Learning Systemic: <http://www.gtlcenter.org/sites/default/files/docs/TowardEffectiveTeaching.pdf>
- ❖ Council of the Great City Schools (2013). Communicating the Common Core State Standards, A Resource for Superintendents, School Board Members, and Public Relations Executives: <http://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/4/FINAL%20Communicating%20Common%20Core%202011.13.pdf>
- ❖ Hess, Jones, Carlock, and Walkup (2009). Cognitive Rigor: Blending the Strengths of Bloom's Taxonomy and Webb's Depth of Knowledge to Enhance Classroom-level Processes: http://standardsco.com/PDF/Cognitive_Rigor_Paper.pdf
- ❖ *INNOVATE A: Blueprint for Science, Technology, Engineering, and Mathematics in California Public Education*, (2014): <http://www.cde.ca.gov/eo/in/stemtf.asp>
- ❖ Loucks-Horsley, Love, Stiles, Mundry, and Hewson, (2003). *Designing Professional Development for Teachers of Science and Mathematics* Corwin, Thousand Oaks CA.
- ❖ National Research Council (2011). *Successful K–12 Stem-Education*: <http://www.stemreports.com/2011/nrc-publishes-successful-k-12-stem-education/>
- ❖ National Research Council (2013). *Developing Assessments for the Next Generation Science Standards*. Washington, DC: The National Academies Press.
- ❖ Pratt, Harold (2012). *The NSTA Reader's Guide to A Framework for K–12 Science Education: Second Edition: Practices, Crosscutting Concepts, and Core Ideas*, NSTA Press.

- ❖ Reiser, Brian (2013). What Professional Development Strategies Are Needed for Successful Implementation for the Next Generation Science standards? <http://www.k12center.org/rsc/pdf/reiser.pdf>

Appendix B: Acronyms

ACSA	Association California School Administrators
CCC	Crosscutting Concepts
CCSS	Common Core State Standards
CDE	California Department of Education
COE	County Office of Education
CSBA	California Board School Association
CSP	California Science Project
CSTA	California Science Teacher Association
CTC	California Commission on Teacher Credentialing
CTE	Career Technical Education
DCI	Disciplinary Core Ideas
ETS	Engineering and Technology Standards
ILP	Individual Learning Plan
LCAP	Local Control Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
NGSS	Next Generation Science Standards
PEM	Program Elements Matrix
PL	Professional Learning
PLC	Professional Learning Community
PLM	Professional Learning Module
RFA	Request For Application
SEP	Science and Engineering Practices
SQPLS	Superintendent's Quality Professional Learning Standards

Appendix C: CA NGSS Initiatives of Stakeholder Organizations

The challenge of integrating the *Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve* (CA NGSS) into all facets of teaching and learning presents an opportunity for California to engage in a collaborative process wherein a community of educational partners can provide educators with the tools and support necessary to ensure successful implementation.

To this end, the California Department of Education invited professional associations and stakeholder organizations to contribute information regarding the CA NGSS related resources and services they can offer to local educational agencies. The information in this Appendix was provided by these partners for inclusion in Next Generation Science Standards Systems Implementation Plan for California specifically to highlight how these organizations can assist local educational agencies in implementing the CCSS.

County Offices of Education Service Offerings – California County Superintendents Educational Services Association (in alphabetical order)

❖ [Fresno County Office of Education](#)

- The Fresno County Office of Education supports strong academic programs, career technical education, and the arts as we work to create a culture-rich society where the whole child is important. FCOE will continue to provide support to meet the challenges of the 21st Century and help our students become successful in the new global economy.

County offices of education are the intermediate level of the public education system in California. Serving 34 school districts and more than 190,000 students, Fresno County Office of Education has a legislative mandate to ensure that school districts remain fiscally solvent and in compliance with state and federal laws. Moreover, county offices serve as a safety net for students with special needs, offering direct services for migrant, special education, and court and community schools students.

- Professional Development for NGSS:
 - Understanding NGSS and the Engineering Practices
 - Creating an NGSS Scope and Sequence

- Teaching in an NGSS Classroom
- Conceptual Flow Mapping of the Core Ideas of CA-NGSS
- Scientific Notebooks: Engaging Students in Meaningful Thought Processes
- Modeling with CCSS-Math and NGSS
- Professional Learning Science Communities for Rural Schools
- Professional Learning and Academic Coaching: The Recursive Cycle

Contact: Jennifer Weibert, Science Coordinator, Fresno County Office of Education

❖ [Los Angeles County Office of Education](#)

- Under the leadership of Los Angeles County Superintendent of Schools, Arturo Delgado, and the County Board of Education, the Los Angeles County Office of Education (LACOE) supports 80 public school districts and numerous other agencies in ensuring educational excellence for the region's two million preschool and school-age children. LACOE's STEM Unit provides tools, workshops, and consultative services for teachers and administrators in the area of Science, Mathematics and STEM/STEAM Education. The STEM Unit works in collaboration with multiple organizations to provide information and resources that support educators in learning more about the Next Generation Science Standards.
- Science education and Field Study: <http://www.lacoe.edu/CurriculumInstruction/ScienceEdFieldStudy.aspx>
- Curriculum and Instructional Services 2014–2015 Professional Development Offerings: <http://tinyurl.com/cispd1415>
- Implications of Common Core State Standards in the Science Classroom
- STEM In the Elementary Classroom/STEM in the Secondary Classroom

- NGSS Awareness Trainings
- NGSS Content Institutes
- Quarterly Science Leaders Network Meetings
 - Separate Elementary, Middle, and High School meetings.
- Conceptual Flow Mapping and the 5E Learning Cycle
- Lesson Studies
- Science Literacy

Contact: Anthony P. Quan, Consultant II, STEM, Los Angeles County Office of Education, Division of Curriculum and Instruction, ph. 562-922-6896

❖ [Orange County Department of Education](#)

- Science Professional Learning: <http://www.ocde.us/STEAM/Science/Pages/Science-Professional-Learning.aspx>
- Through various programs, workshops, symposia and community activities, the Science/STEAM Unit at the Orange County Department of Education strives to improve academic achievement, scientific literacy, classroom instructional practices and leadership strategies for students, teachers and administrators. The Science Unit offers on-going professional learning opportunities for teachers and administrators, focused on the specific needs of the schools in the 28 districts located in Orange County. All workshops can be customized to meet specific needs of your district.
- A nine-session NGSS Awareness Series, these workshops will focus on the National Research Council's A Framework for K-12 science education and the development, intent, design and instructional shifts of the Next Generation Science Standards (NGSS) adopted by California.

- A six-session series, these workshops will focus on unpacking each of the NGSS appendices and making connections to how they can be used to scaffold implementation in your classroom.
- A 3-day intensive training, coupled with a classroom coaching model, on a newly developed Instructional Unit Planning Tutorial, *NGSS Instructional Unit Planning Kit*--teachers will use a step-by-step process for unit development using the newly adopted Next Generation Science Standards, and a template for electronically recording each step, using the research-based Wiggins model of backwards mapping design. This workshop will help teachers think and plan differently as they integrate into their instructional unit the three dimensions of NGSS, namely the Science and Engineering Practices, Disciplinary Core Ideas and Crosscutting Concepts.
- A three-session series, these trainings are designed to provide K-12 teachers of science with valuable information, resources, and strategies to integrate the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects in their classrooms. Presenters will provide an overview of the Common Core State Standards; discuss connections between Common Core, Habits of Mind and inquiry-based science instruction; learn how to help students read and comprehend informational text and how to write effectively to communicate deeper understanding of science content.
- A four-session series, these trainings are designed to introduce you to the engineering design process and why it is such an essential dimension of Next Generation Science Standards. Additionally, as a participant, successful completion of this series will qualify you as a district trainer for the curriculum, *Engineering Is Elementary*.
- A two-session series, join presenters as we explore Science Fairs and Science Olympiad as two opportunities to support STEM learning. Science Fairs are an excellent way to introduce your students to STEM, incorporate Common Core standards, and jump-start an interdisciplinary Project Based Learning unit. Science Olympiad is a perfect STEM and integrated curriculum entry point. It is a fun and engaging way of getting STEM started at your school.

Contact: Dean Gilbert, Science/STEAM Coordinator, Orange County Office of Education, Office of Academic Content, Science/STEAM Unit, ph. 714-966-4291, dgilbert@ocde.us

❖ [Riverside County Office of Education](#)

- The Riverside County Office of Education (RCOE) provides specific educational, financial, legislative, and leadership services and support to all K-12 school districts in Riverside County.
- Instructional Services (IS) facilitates and supports a proven systems change, continuous improvement model, designed to assist schools/districts aspiring to improve academic achievement for ALL students.
- The Riverside County Office of Education's STEM Center is dedicated to helping our county's school administrators and teachers implement engaging STEM curriculum in the classroom.
<http://www.rcoe.us/educational-services/instructional-services/rcoe-stem-center/>
- NGSS Awareness Series:
 - Administrator Strand
 - NGSS 101
 - NGSS 102
 - Performance Expectations
 - Implementation Tool
 - Connecting NGSS and CCSS
 - Middle School Progression
 - Model Lesson Exploration

- District Science Leadership Network meetings
- STEM Leadership Networking meetings
- Environmental Education Initiative Trainings
- Science Fair Expo: A Focus on Research
- NGSS Transition Series
- NGSS Implementation Series
- Notebooking: A Powerful Pedagogical Tool

Contact: Yamileth Shimojo, Coordinator, Instructional Services, Division of Educational Services, Riverside County Office of Education, ph. 951-600-5658

❖ [San Bernardino County Superintendent of Schools](#)

- NGSS Awareness Series - Building Understanding of NGSS and the Changes in Science Education
 - NGSS 101 and 102 - Getting to know NGSS, its Architecture and Dimensions
 - Exploring and Planning for Middle School Science
 - Exploring and Planning for Elementary Science
 - Performance Expectations and the Impact on Assessment
 - Exploring and Building Model Lessons

- Dividing Deeper into the Science and Engineering Practices
- CCSS and NGSS Series
 - Literacy in Science
 - Building Connections Between CCSS and NGSS – Mathematics
 - Science Fair Projects - A Collision of CCSS and NGSS
- Awareness to Transition Workshops: Planning for NGSS Implementation
- Environmental Education
 - Building Student Connections to NGSS through Environmental Education
 - EEI Curriculum Unit Training
 - Implementing EEI Curriculum in Career Pathways
- Building Administrative Support for NGSS Implementation
 - A Conversation on NGSS Awareness for Administrators
 - A Conversation on NGSS Transition for Administrator
 - District Science Leadership Network - Building Connections for Science Leaders

Contact: Linda- Bratz-Brown, Coordinator, Science and Environmental Education, San Bernardino County Superintendent of Schools, 601 North E Street, San Bernardino, CA 92415, ph. 909-386-2616

❖ [San Diego County Office of Education](#)

- Science Professional Development: <http://www.sdcoe.net/lls/ccr/Pages/sciencepd.aspx>
- Science Leadership and Professional Development Network
- NGSS Grade Level Academies
- NGSS Tools and Processes
- Elementary Science Academy

Contact: John Spiegel, Science Coordinator, Curriculum and Instruction Unit, San Diego County Office of Education, john.spiegel@sdcoe.net, ph. 858-292-3854

❖ [San Joaquin County Office of Education](#)

- Professional Development for NGSS Awareness focusing on the CA-NGSS Science and Engineering Practices
- Conceptual Flow Mapping of the Core Ideas of CA-NGSS
- Modeling in Math and Science using Simulation and Computer Programming at 9-12 Grade
- Modeling at Primary Grades using Stop Motion Animation
- Shifting Practices: How lesson approach can determine
- Awareness to Transition Workshops: Planning for NGSS Cur
- Selecting a Middle School Model, Integrated vs Discipline Specific
- Great Explorations in Math and Science (GEMS) Kit Training
- Starlab Training

- Flipping Instruction
- Scientific Notebooks: How different approaches can lead to new outcomes
- Modeling with CCSS-Math and NGSS

Contact: Kirk Brown, Director, Science and STEM Integration/Innovation, San Joaquin County Office of Education, Educational Services, 2707 Transworld Drive, Stockton, CA 95206, ph. 209-468-4880

❖ [San Luis Obispo County Office of Education](#)

- Professional Development for NGSS Awareness focusing on the CA-NGSS Science and Engineering Practices
- Conceptual Flow Mapping of the Core Ideas of CA-NGSS
- Engineering is Elementary provider for K-8 grades

Contact: Patricia Garrett, Director, Curriculum, Instruction, & Technology, San Luis Obsipo County Office of Education, 3350 Education Drive, San Luis Obispo, CA 93405, ph. 805-782-7271

❖ [Sonoma County Office of Education](#)

- SCOE partners with the 40 districts and 182 schools in the county to provide support and services to all students. The Educational Support Services Department is committed to providing quality support and training for teachers, schools, and districts as they seek to serve all students and engage in authentic 21st Century instruction.
- Current Resources
 - Professional development for NGSS awareness and site and district collaboration

- Science webpage- information about local and statewide professional learning, summaries of NGSS information, blog about NGSS issues (www.scoe.org/science)
- Teacher leaders in science education who can train others and model best practices
- Teacher developed blog of NGSS lessons and classroom and teaching practices
- Teacher-driven K-8 professional development in science
- Future Resources
 - STEM and NGSS Science Fair Model
 - NGSS and Make: Creative Integration
 - Fostering Science Literacy- Reading, Writing, and Evaluating
 - Science and Engineering Practices Overview and Integration
 - Teacher-driven transition to NGSS for 9-12
 - Facilitated course model forums, 6-12
 - Integrating Science Literacy with CCSS ELA- Text Bundling and Inter-textual Connections
 - Arguments from Evidence: The Convergence of CCSS Math and ELA and NGSS
 - Integrated Performance Tasks Based on Driving Questions
 - Integrating Math and Science in Project Based Learning

Contact: Anna Van Dordrecht, SCOE Science Teacher-on-Loan, Sonoma County Office of Education

❖ [Stanislaus County Office of Education](#)

- The Stanislaus County Office of Education, through effective leadership, coordinated services, staff development, and partnerships among family, school and community, will support public education in preparing diverse students to become productive citizens and life-long learners.
- Support for Science Education <http://www.stancoe.org/scoe/iss/science/>
- Professional Development for NGSS Awareness focusing on the CA-NGSS Science and Engineering Practices
- Conceptual Flow Mapping of the Core Ideas of CA-NGSS
- STEAM Workhops to Integrate
- NGSS Awareness to Transition Workshops
- Grade Alike Workshops Link Science Educators
- Selecting a Middle School Model, Integrated vs Discipline Specific
- EiE Trainings – Engineering is Elementary
- Project WET Training – Using Project WET to meet the needs of the Common Core and Next Generation Science Standards
- StarLab Training - <http://www.stancoe.org/scoe/iss/science/star-lab/index.html>
- Flipping Instruction in Science
- Google Applications for Education
- Scientific Notebooks/Interactive Notebook Workshops

- Modeling with CCSS-Math and CA-NGSS
- Grant Writing and Support
- Partnerships and Resources - <http://www.stancoe.org/scoe/iss/science/links-resources/index.html>

Contact: Sean Timmons, STEM Consultant, Instructional Support Services, Stanislaus County Office of Education, ph. 209-238-1336

❖ [Tehama County Department of Education](#)

- NGSS Task Force Meetings (Grades 6–12) - modeling of NGSS lessons and support in lesson development
- Professional Development for NGSS Awareness focusing on the CA-NGSS Science and Engineering Practices
- Selecting a Middle School Model, Integrated vs Discipline Specific
- Great Explorations in Math and Science (GEMS) Kits with personalized training as needed
- Technology enhanced science and engineering lessons
- Model lessons connecting CCSS-Math, CCSS-ELA and NGSS
- Model lessons that incorporate the NGSS Science and Engineering practices
- Summer STEM Camp for students

Contact: Lorna Manuel, Director, Education Support Services, Tehama County Department of Education, 1135 Lincoln Street, Red Bluff, CA 96080, ph. 530-528-7344

❖ [Tulare County Office of Education](#)

- Educational Resource Services is your "one-stop shop" for all instructional and creative needs. ERS offers programs and services to help teachers teach and students achieve.
- Common Core: <http://commoncore.tcoe.org/>
- STEM Professional Development Opportunities: <http://commoncore.tcoe.org/stem/stem-pd>
- Our workshops will evolve and are developed based on the needs of teachers and students.
 - Making Sense of It All: NGSS (Grades K–5, 6–8, 9–12)
 - Engineering is Elementary (EiE)
 - From Common Core and the NGSS to Classroom Instruction
 - Great Explorations in Math and Science (GEMS) Kit Training
 - Trouts in the Classroom
 - High Quality Questions Lead to High Quality Discussions
 - Interactive Science Notebooks
 - Project Wet

Contact: Jared Marr, Staff Development & Curriculum Specialist, STEM & CCR, Tulare Office of Education, 7000 Doe Avenue, Suite A, Visalia, CA 93291, ph. 559-651-3047

Professional Associations and Stakeholder Organizations (in alphabetical order)

- ❖ [Alliance for Climate Education \(ACE\)](#)

- Alliance for Climate Education (ACE) is the national leader in high school climate science education. We are an award-winning national nonprofit dedicated to educating America's high school students about the science behind climate change and inspiring them to do something about it -- while having fun along the way. ACE offers two core programs: the ACE Assembly and the Student Action Program. The ACE Assembly teaches climate science that puts teenagers at the center of the story. Our live in-school assemblies combine airtight science with pop-culture entertainment. The Student Action Program gives every student a chance to take action. For some, it's a small lifestyle change. For others, it's hands-on preparation for a lifetime of leadership.
- The ACE Assembly addresses many of the middle and high school NGSS Disciplinary Core Ideas (DCIs) contained within the Performance Expectations. (See a list of DCIs addressed: www.acespace.org/teachers/science-standards) ACE operates in the Los Angeles, Bay Area and Sacramento regions. Book an ACE Assembly at your school. (Link: www.acespace.org/teachers/book)
- Online Climate and Energy Lesson Plans (www.acespace.org/teachers/curricula) offers the best high school resources for climate science and energy education. This list includes the ACE Ocean Acidification Animation, ACE Science Reports and links to resources from our partners at CLEAN (Climate Literacy and Energy Awareness Network) and NEED (National Energy Education Development Project).

Contact: Rebecca Anderson, Director of Science and Education, ACE: Alliance for Climate Education, ph. 530-214-9078

❖ [Aquarium of the Pacific](#)

- The nonprofit Aquarium of the Pacific is a community gathering place where diverse cultures and the arts are celebrated and where important topics facing our planet are explored by scientists, policymakers, and stakeholders in search of sustainable solutions. The Aquarium is dedicated to conserving and building nature and nature's services by building the interactions between and among peoples. Home to more than 11,000 animals, Aquarium exhibits include the June Keyes Penguin Habitat, Ocean Science Center, Molina Animal Care Center, and the interactive Shark Lagoon and Lorikeet Forest exhibits. Beyond its animal

exhibits, the Aquarium offers educational programs for people of all ages, from hands-on activities to lectures by leading scientists. Each year, the Aquarium serves about 160,000 students, teachers, and community members with educational programming.

- Aquarium Webcam Resource Kits & Webcams – These inquiry-based kits encourage students to make observations using the Aquarium’s live streaming animal webcams, and were designed specifically to assist teachers in NGSS implementation.
Lesson plans: http://www.aquariumofpacific.org/teachers/resources/lesson_plans
Webcams - <http://www.aquariumofpacific.org/exhibits/webcams/>
- Southern California Whale Research Project App: Connecting People, Science, and Whales – This data focused application allows students to manipulate and track historical data on whale sightings off the coast of Southern California.
<http://whaleproject.aquariumofpacific.org/>
- Story Mapping and GIS (Geographic Information Systems) – Story maps have been created to help students explore data and study the natural world around them through spatial visualization. The Aquarium also provides students/teachers tutorials and samples that guide them on building individualized story maps.
<http://aop.maps.arcgis.com/home/>
- Interactive Video Conferencing programs – These standards based educator-led programs are taught live to classrooms nationally and internationally through videoconferencing technology.
<http://www.aquariumofpacific.org/education/yourfieldtrip/outreach/videoconf>
- Onsite educational programs – The Aquarium offers over 40 inquiry and standards based educational programs for preschool to college age students focused on marine science and climate change issues.
<http://www.aquariumofpacific.org/education/yourfieldtrip/schoolprograms>
- Guest lectures - The Aquarium’s guest scientist lecture series provide teachers the opportunity to connect with scientists to learn about current science. Lectures are broadcasted live to the web.
http://www.aquariumofpacific.org/events/category/live_web_stream
- Teacher workshops – The Education department offers a variety of teacher workshops through the year including workshops specifically focused on data-driven classroom programming, robotic exploration of our oceans and planet, and NGSS implementation. In addition, the Education department leads a grant-funded

week long intensive introduction to the Aquarium, Southern California's diverse ecosystems, and current research being conducted by local scientist.

<http://www.aquariumofpacific.org/teachers>

❖ [Birch Aquarium at Scripps Institution of Oceanography, University of California San Diego](#)

- Birch Aquarium is the non-profit public outreach center for Scripps Institution of Oceanography at the University of California San Diego in La Jolla, CA. With a mission to provide ocean science education, make Scripps Oceanography cutting-edge research accessible to the public, and promote ocean conservation, Birch Aquarium presents exhibits and programs that foster critical thinking, provide insights into and opportunities to experience the process and practice of science, and highlight the relevance of science to people's daily lives. School programs for grades pre-K–12 explore the science of our oceans and earth and are offered in the Aquarium's classrooms, on the beach, and at area schools. Financial assistance is available for Title 1/underserved schools. Educators can visit the Aquarium for free in advance of their program.
- NGSS-aligned programs include Discovery Labs at the Aquarium, Beach Science field classes, and Aquarium Express outreach to schools
- Inquiry-based guide available online to support self-guided visits
- Fall Educator Open House to acquaint educators with full range of STEM education programs and resources available
- Exploring OceanSTEM Careers Event for middle and high school students and their parents
- Teacher professional development focused on implementation of NGSS
- Graduate student involvement in select programs provide diverse role models for students
- Array of STEM-based family programs

Contact: Charina Cain, Education Manager, Birch Aquarium at Scripps, ph. 858-822-5331

❖ [California Academy of Sciences](#)

- Founded in 1853, the Academy's mission is to explore, explain, and sustain life. To support this mission, the Academy conducts local and global scientific research in the world's biodiversity hotspots to document life and promote conservation policies and practices; operates a public facility that houses an aquarium, rainforest, planetarium, and natural history museum and that incorporates environmentally pioneering green design; and provides educational programs for participants of all ages, within and outside our walls, designed to promote scientific literacy and environmental sustainability. We strive to make science and sustainability education exciting, engaging, and relevant to people of broad backgrounds and ages. From July 2013 to June 2014, school field trips brought almost 140,000 excited students, teachers and chaperones to the Academy; over 1,000 teachers participated in our professional development programs; hundreds of thousands of educators, students and interested members of the general public used our online educational resources; and hundreds of teens benefitted from our immersive science experiences offered outside of the formal classroom.
- NGSS professional development workshops for teachers, schools and districts, including beginner's level to build a basic understanding of the NGSS, and intermediate level to explore each dimension in-depth. Advanced level training and support will be available by 2016. Information about all our PD offerings can be found at <http://www.calacademy.org/educators/professional-development>
- Revised and new NGSS-aligned lesson plans and other resources will be posted to our website as they are developed: <http://www.calacademy.org/educators/teaching-resources>

Contact: Meg Burke, Director of Teacher and Youth Education, California Academy of Sciences, 55 Music Concourse Drive, Golden Gate Park, San Francisco, CA 94118, ph. 415-379-5101

❖ [California Science Center](#)

- The California Science Center is open to the public seven days a week, 362 days per year, with free general admission to its permanent exhibit galleries. The facility spans more than 400,000 sq. feet and includes four major exhibit areas. [World of Life](#) probes the commonalities of the living world, from the single-celled

bacterium to the 100-trillion-celled human being; [Creative World](#) examines the ways people employ technology to meet their needs for transportation, communication and structures; and [Ecosystems](#) features an unprecedented blend of nearly 400 species of live plants and animals, and hands-on exhibits in 11 immersive environments. *Ecosystems* highlights include a 188,000 gallon kelp tank populated with live kelp, fish, and other marine life; a desert flash flood; and a special gallery dedicated to the urban ecology of Los Angeles. Additionally, *World of Life*, *Creative World*, and *Ecosystems* each have a Discovery Room intended for children 7 years of age and younger.

On October 30, 2012, [Space Shuttle Endeavour](#) opened to the public in the Science Center's newly built Samuel Oschin Pavilion. In the Pavilion, guests are able to see Endeavour up close and discover some of the science behind this amazing space vehicle. The Samuel Oschin Pavilion also features SPACEHAB, a workshop for astronauts while in space, and a space shuttle main engine (SSME) which helped push the shuttle into orbit. Before entering the Pavilion, guests enjoy an introductory experience, [Endeavour: The California Story](#), which celebrates Endeavour's many scientific achievements and its strong connection to California, where all the orbiters were built. The California Story includes the Rocketdyne Operations Support Center (ROSC), which monitored the first 8 and a half minutes of every shuttle launch, Endeavour's space potty and galley, and the tires from STS-134, Endeavour's final mission. In addition to the orbiter, the Science Center's unique collection of [Air and Space Exhibits](#) explores the design of aircraft, spacecraft, and space probes for specific tasks by applying the principles of air, space, and flight.

The Science Center also hosts international touring exhibits and has an educationally focused [IMAX Theater](#) with the capacity to create images of exceptional clarity and impact through the use of the largest film frame in the motion picture industry. The 7-story screen brings to life worlds as small as an atom and as vast as the universe.

- Big Lab Field Trips - Make your field trip a memorable learning experience with a Big Lab program! Available for Grades K–8, all programs are hands-on, complement Next Generation Science Standards, and are facilitated by a Science Center educator.
<http://www.californiasciencecenter.org/Education/GroupPrograms/BigLab/BigLab.php>
- Science on Tour - Bring the California Science Center to your school by scheduling a performance of one of our original educational programs, created to complement Next Generation Science Standards. Make sure to check out our newest program –Astro Adventures!
<http://www.californiasciencecenter.org/Education/GroupPrograms/ScienceTheater/ScienceTheater.php>

- Activity Stations - Look out for Science Center staff at Activity Stations throughout the exhibit halls demonstrating exciting, fun-filled science activities! Each station highlights a science topic inspired by one of our exhibits and meets Next Generation Science Standards.
- Discovery Rooms - Within the three main exhibit halls of the Science Center you can find uniquely innovative rooms designed to foster and support young children's first science explorations. These learning environments provide opportunities for interactive, inquiry-based investigations that prepare young visitors for later science experiences.
<http://www.californiasciencecenter.org/Education/FamilyPrograms/DiscoveryRooms/DiscoveryRooms.php>
- Homeschool Days - Join us on select days throughout the school year as homeschool students come together to explore a variety of science concepts! Each day will feature age-appropriate activities held in our educational classrooms and the [Big Lab](#). See link for dates, topics, and availability.
<http://www.californiasciencecenter.org/Education/GroupPrograms/HomeSchool/HomeSchool.php>
- The California Science Center is well-positioned to address the need for more effective STEM and Next Generation Science Standards instruction by designing and providing effective hands-on professional development programs and resources. The California Science Center has provided standards-based STEM professional development and curriculum for years to teachers, parents, community youth educators, schools, and school districts.
Administrator, parent, and teacher programs have been presented in a variety of forms: one-day workshops, multi-day, week-long institutes and multi-year contracts with school districts. We host participants from schools throughout Southern California, providing them with materials and strategies to teach STEM using hands-on, inquiry-based pedagogy, aligned with California State Science Content Standards and now Next Generation Science Standards and Common Core.
The professional development and curriculum is rooted in the mission of the California Science Center's K-5 Charter Science School that the Los Angeles Unified School District has designated as a model school for Common Core State Standards. The school also is a model school for STEM and Next Generation Science Standards instruction. It is a dual-language, neighborhood school where students learn through active participation in an enriched curriculum that utilizes STEM and standards as a foundation to teach all subjects. The school integrates both formal and informal learning, and builds the interconnection between classroom experiences, Science Center exhibits and resources, the students' views of the world, and life-

long learning.

<http://www.californiasciencecenter.org/Education/ProfessionalDevelopment/ProfessionalDevelopment.php>

Contact: Gretchen Bazela, Director of Public and Community Programs, California Science Center Foundation, 700 Exposition Park Drive, Los Angeles, CA 90037, ph. 213-744-2041

❖ [California Science Project/ University of California Office of the President](#)

- The California Science Project is part of the nine California Subject Matter Projects, a statewide network of discipline-specific projects that provide rigorous professional development to K–12 teachers. The California State Project programs are designed and implemented by K–12 and university educators, scientists and engineers to enhance learning for all students.
- Technical assistance for the integrated implementation of NGSS and Common Core
- Leadership development for teachers and administrators
- Emphasis of long-term focus on teacher professional learning and teacher-driven instructional shifts

Contact: Maria Chiara Simani, Ph.D., Executive Director, California Science Project, Department of Physics and Astronomy, University of California Riverside, 900 University Avenue, Riverside, CA 92521, ph. 951-827-3111

❖ [California Science Teachers Association \(CSTA\)](#)

- California Science Teachers Association (CSTA) is dedicated to promoting high quality science education in California. Comprised of science educators from the PK-university and informal settings, CSTA supports science educators through professional development, accurate and timely information, publications, and advocacy. CSTA works to ensure that the interests of science educators are represented at the state level, demonstrates leadership in the state by organizing and participating in statewide reform initiatives, and promotes leadership opportunities for members who wish to participate at the state level.
- Current and accurate information related to NGSS in California (<http://www.cascience.org/csta/ngss.asp>)

- Science Education Conferences to support teachers as they implement NGSS (http://www.cascience.org/csta/conf_home.asp)
- Monthly California Classroom Science publication with articles featuring NGSS implementation, integration and support (<http://www.classroomscience.org/>)
- Participation in developing and delivering statewide NGSS workshops
- Collaboration with educational leadership, science education and STEM education entities throughout the state

Contact: Laura Henriques, Science Education Department, CSULB, 1250 Bellflower Blvd., Long Beach, CA 90840, ph. 562-985-1408

❖ [CalRecycle's Office of Education and the Environment](#)

- The Office of Education and the Environment (OEE) oversees implementation of the California Education and the Environment Initiative (EEI), with the goal of increasing environmental literacy in K–12 students through environment- and academic standards-based education.
- The EEI is based on 5 Environmental Principles and 14 supporting Concepts (EP&Cs) that focus on the interactions and interdependence of human societies and natural systems. A 2003 law requires that these EP&Cs be incorporated into future California textbook adoptions, which include those relating to NGSS. <http://www.californiaeei.org/abouteei/whatistaught/epc/>
- Forty (40) science-based EEI Curriculum units (<http://www.californiaeei.org/curriculum/>) and associated NGSS correlation documents (<http://www.californiaeei.org/curriculum/correlations/nextgenscience/>) that are free to California educators. The EEI Curriculum is a great tool for transitioning to NGSS and also supports the California Common Core Standards (<http://www.californiaeei.org/curriculum/correlations/commoncore/>).
- Teacher trainings, including in-person and webinars, focused on the EEI Curriculum. (<http://www.californiaeei.org/training/>)

Contact: Bryan Ehlers, Director, CalRecycle, Office of Education and the Environment, 1001 I Street, Sacramento, CA 95812, ph. 916-341-6769

❖ [Discovery Cube Orange County / Discovery Cube Los Angeles](#)

- Discovery Cube Orange County, located in Santa Ana, CA and Discovery Cube Los Angeles, located in the Hansen Dam Recreation Center in the San Fernando Valley, CA, are nonprofit science centers with a shared mission to inspire and educate young minds through engaging science-based programs and exhibits to create a meaningful impact on the communities we serve. Annually, Discovery Cube teaches educators and students from 112 school districts in six southern California counties in grade-specific, STEM-based, onsite and offsite programs. In 2013, the Science Center received the IMLS National Medal of Service, the highest honor awarded to science centers, museums, and libraries in America.
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- NGSS-focused professional development programs for teachers
- STEM-based “Do It Yourself” kits of materials for in-school and out-of-school time programs
- Train-the-trainer professional learning programs for afterschool providers
- Interactive, grade-specific field trips (preschool – 12th grade levels) using large-scale, hands-on exhibits, science demonstrations, and written guides
- 4th and 5th grade, interactive exhibits specifically designed for teaching NGSS
- In-school and afterschool STEM-based programs, including workshop-style programs, assemblies, and a portable planetarium
- Community-focused programs for the entire family, including participatory and competitive events, such as an Annual Fall Pumpkin Launch, Winter “Science of Gingerbread” Competition, and Annual Spring Rocket Launch
- Teacher Education Network (TEN) online resource and incentive program

- Summer camps for age-spans, such as 5–6 year old and 7–10 year old camps
- Early Learners and “Futuros Radiantes” programs that include parent only workshops to teach parents of preschoolers (including Spanish-speaking parents) how to help their children excel in science, math and reading

Contact: Janet Yamaguchi, Vice President, Education, Discovery Cube (formerly Discovery Science Center), Santa Ana, CA, ph. 714-913-5005

❖ [K–12 Alliance/WestEd](#)

- A full service professional learning organization dedicated to improving science and math education by enhancing teacher content and pedagogical knowledge, building district and school leadership capacity, and creating science-centered schools. Our work is often done in collaboration with other partners
- Customized professional learning for NGSS awareness, transition and implementation stages
- Professional learning experiences for NGSS in the following areas:
 - Curriculum
 - Instruction
 - Assessment
 - School Culture
 - Community Support
 - Leadership
 - Administrator and Teacher Learning

Contact: Kathy DiRanna, K–12 Alliance/WestEd, 4665 Lampson Avenue, Los Alamitos, CA 90720,
ph. 714-894-1445

❖ [PBS LearningMedia California](#)

- PBS LearningMedia California provides more than 7,000 science resources for educators looking to teach science through media and new media. Educators can search these growing collections by subject, grade and standard. This digital library includes trusted public media content including NOVA and PBS Digital Studios as well as student access through the newly unveiled student portal and a wealth of teacher productivity tools.
- Student Portal: <http://www.pbslearningmedia.org/student/>
- Teacher Productivity Tools: <http://blogs.kqed.org/education/2014/10/01/pbsstudents-org-teacher-productivity-tools-join-the-pbs-family/>KQED Education produces free science education resources for engaging students in science education through the creation of free e-books and accompanying iTunes U courses produced in partnership with Bay Area organizations, KQED Do Now Science, a project designed to engages students in discussion around current real-world science issues and QUEST, a multi-platform series focused on diverse science and engineering stories.
- KQED e-books: <http://blogs.kqed.org/education/e-books/>
- KQED Do Now Science: <http://blogs.kqed.org/education/category/do-now/science-do-now/>
- QUEST: <http://science.kqed.org/quest/>

Contact: Jamedra Brown Fleischman, Social Media & Outreach Specialist, Education, PBS LearningMedia California, 2601 Mariposa Street, San Francisco, CA 94110, ph. 415-553-3329

❖ [Smarty Pants](#)

- Smarty Pants is a non-profit organization that creates interactive media and curricula that teaches science through environmental contexts. Our curricula is designed to align with the Next Generation Science Standards. Our mission is to spark students' interest in science and inspire environmental stewardship.
- Smarty Pants' primary resource is our library of interactive media lessons. Smarty Pants lesson plans save teachers time by providing them with engaging, interactive, and comprehensive materials that can be easily integrated into their daily lessons. We clearly outline which Next Generation Science Standards are covered. Our lesson plans include everything a teacher needs to teach science topics in the most effective and impactful way:
 - Introductory questions to pique student interest
 - Hands-on experiments to engage students
 - An interactive, short, live-action webisode
 - Supplementary 'shorts' to highlight current research related to the specified topic
 - Follow up and/or extension activities

Contact: Julie Dragos, Education Director, Smarty Pants, 1015 Laguna Street #14, Santa Barbara, CA 93101, ph. 951-317-6532

❖ [MESA](#)

- MESA has served as a national model for academically preparing disadvantaged students to excel in science, technology, engineering, and math (STEM) fields, go to college and graduate. MESA provides academic support to 20,000 pre-college students across the state. MESA also operates programs at community colleges and universities.

- MESA is an award-winning academic enrichment program that provides a unique combination of enrichment activities, tutoring, mentoring, project-based learning, course counseling and industry involvement. MESA functions through a partnership with all public and private segments of education in California and serves students through centers housed on campuses.
- Established in 1970, MESA is a nationally-recognized program with a model that works. Seventy-six percent of MESA high school graduates statewide went directly to college after graduation compared to 41 percent of all California graduates. Fifty-three percent of MESA high school graduates continue their education as math, science or engineering majors.
 - Through MESA local educators and students receive:
 - MESA Day competitions: hands-on science and engineering contests, using NGSS-aligned curriculum
 - Professional development through the Virtual MESA Academy for Science and Mathematics Educators (vMASME), which provides fresh ways for MESA teachers to connect math and science theory to project-based learning and hands-on practices (includes Common Core and NGSS workshops) http://mesa.ucop.edu/news/pressreleases/vmasme_0714.html
 - Regional professional development with intensive hands-on training for teaching MESA Day projects
 - MESA periods during the school day to implement NGSS-aligned hands-on learning
 - Mentor opportunities of new MESA teachers by veteran MESA teachers on MESA Day best practices
 - Continual professional development through webinars

- Online resources for MESA teachers including updated curriculum manuals and MESA Day guides
- Collaboration with industry to create NGSS-aligned curriculum

Contact: Danielle McNamara, Assistant Director, Strategic Communications, MESA
Mathematics, Engineering, Science Achievement, University of California, Office of the President
510-987-0230 (p), 510-763-4704 (f), 300 Lakeside Drive, Oakland CA 94612

❖ [Slide Ranch](#)

- Slide Ranch has been planting kids in nature since 1970. We connect Bay Area children to sustainable farming and healthy eating, and inspire environmental stewardship through programs and camps on our 134 acres of coast lands in Marin, California. Slide Ranch's educational curriculum is based on hands-on activities linked to Next Generation Science Standards. During day and overnight field trips to our farm-based environmental education center, program participants connect with the natural environment (milking a goat, gardening and cooking, exploring coastal trails and tide pools) where science concepts come to life.
- Teach wide range of place-based activities linked to NGSS connected to organic agriculture and farm animals, as well as native plants and animals in 134 acres of preserved coastal scrub habitat, including ocean tide pools.
- Share online curriculum including pre and post-visit resources and NGSS-linked activities for use by classroom teachers and the general public.
- Provide the grounded, physical context to investigate and apply NGSS Life Science, Physical Science, Earth Science and Engineering Design concepts.
- Engage NGSS through hands-on exploration of *crosscutting concepts*: Patterns, similarity, and diversity; Cause and effect; Scale, proportion and quantity; Systems and system models; Energy and matter; Structure and function; Stability and change.

- Align with NGSS *core ideas*, particularly, prioritizing study of ocean science and climate change, and share a common aim of promoting environmental sustainability: valuing awareness of our use of natural resources and humans' impact on the environment.
- Apply NGSS *practices* and encourage participants to engage with the natural world like scientists-in-training: making observations, asking questions, gathering information, conducting investigations, defining problems and designing solutions.
- Slide Ranch Curriculum: Themes, Activities & NGSS:
https://dow9ovycsk6w7.cloudfront.net/media_items/12565-Curriculum_Activities_Themes_NGSS.pdf?1412943645
- Contact: Julie Hartman, *Program Manager*, Slide Ranch, 2025 Shoreline Highway, Muir Beach, CA 94965, 415.381.6155
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❖ San Diego Science Alliance

- As San Diego's leading force for STEM advancement, the San Diego Science Alliance puts our expertise and resources into action to ignite passion and strengthen the education-industry pipeline. For over two decades our programs and services have connected educators, industry, research and university partners to inspire, engage and the plant seeds of innovation and creativity in the region's 500,000 K-12 students. Each year the San Diego Science Alliance reaches: 30,000 K-12 Students, 3500 teachers, and 300 industry, research and university partners. We assist all of San Diego County and serve as the lead San Diego regional alliance partner of the California STEM Learning Network, our San Diego STEM Collaboratory.
- Industry connections, STEM Quality Criteria Rubric, online eNews for up-to-date professional development and community partner opportunities with which to engage in NGSS practices. Links: www.sdsa.org, <http://sdsa.org/current-events/stem-quality-criteria-rubric>, <http://sdsa.org/resources/science-alliance-e-news>
- Contact: Ellen Peneski, San Diego Science Alliance/San Diego STEM Collaboratory, Executive Director, P. 619-487-0930, C. 619-325-9119

The Great Seal of the State of California is the background of the slide. It features a central figure, Minerva, seated and holding a spear. She is wearing a red and gold dress and a golden helmet with a plume. The seal is circular with a gold border containing the text "THE GREAT SEAL OF THE STATE OF CALIFORNIA" and "EUREKA" in the center. The background of the seal depicts a landscape with mountains, a bay with several sailing ships, and a small boat in the foreground.

Next Generation Science Standards Systems Implementation Plan for California

November 2014
California Department of Education

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We would like to acknowledge the contributions and dedication of the members of the Science Leadership Team (SLT) and others who participated in the development of this Next Generation Science Standards Systems Implementation Plan for California.

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Executive Summary

On September 4, 2013, the State Board of Education (SBE) voted unanimously to adopt the Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve (CA NGSS). The CA NGSS present a once in a generation opportunity for the California Department of Education (CDE), Local Educational Agencies (LEAs), and community stakeholders to reset science education to more effectively prepare all our students with the knowledge and skills they need to understand and shape our increasingly technology-driven world.

The Next Generation Science Standards Systems Implementation Plan for California (*Plan*) will begin the important and well-anticipated process of updating school curriculum and equipment to match the latest scientific knowledge and technology. More significant and difficult work will be needed to take teaching and learning into areas that are new and unfamiliar to many educators and students; from incorporating science and engineering practices into instruction to using project based learning and other instructional strategies. The challenges of integrating these strategies throughout all grade levels and merging learning across multiple subjects and disciplines will create unique opportunities for teaching and learning throughout California.

This implementation plan, developed with input from a wide array of stakeholders, and grounded in the latest research and experience about what works, sets a roadmap to achieve dramatic and necessary transformations in how science will be taught in every school throughout the state. It will also require sustained leadership and resources to reach its ambitious goals. The *Plan* is not to identify or discuss the specifics of the standards themselves—many other resources produced by the CDE and its collaborative partners provide reviews and analyses of the CA NGSS. Rather this *Plan* is a guide, a set of possible strategies that can be interwoven to assist in the development of regional and local implementation plans. These strategies will be a foundation on which additional strategies are built. Many of the recommendations will require additional resources, funding, and/or policy change. The CDE, LEAs, and community stakeholders will need to determine which strategies to pursue, partially based on available and anticipated resources and funding. LEAs are encouraged to incorporate suggestions identified in the *Plan* which meet the needs of their community and to support implementation of the CA NGSS by advocating for inclusion in their Local Control Accountability Plans.

The CDE, LEAs, and community stakeholders may use this *Plan* to develop specific CANGSS implementation action plans relative to each organization's goals and target populations. When each implementation phase should begin or end is not prescribed and should be based on local goals and local needs.

The *Plan* builds upon lessons learned from California's experience implementing the California Common Core State Standards (CA CCSS), connecting CA-NGSS implementation strategies to promising innovations in professional learning, curriculum development, assessment, and other systems currently being redesigned as part of CA CCSS implementation. The plan also identifies opportunities to increase efficiency, particularly in the areas of curriculum and instructional resources, by leveraging similar NGSS work in other states. The CA NGSS are correlated and aligned to the adopted CA CCSS in English Language Arts and Mathematics. The CA NGSS do not prescribe a curriculum nor determine instructional strategies; rather they are intended to guide the development of curriculum, instruction, and supporting resources.

Dedicated resources need to be identified by all stakeholders to meet the plan's ambitions. If funding is available, a survey will be offered to all stakeholders involved in the implementation of the CA NGSS throughout the state. Survey data will be analyzed by the statewide coalition and results will be reported to the community stakeholders and the LEAs. Results from the surveys can provide a clearer understanding of successes and possible needs and gaps in the CA NGSS implementation across the state. Implementation progress and recommendations based on survey results will be reported to the SBE for the first four years of implementation, 2016 through 2020.

The *Plan* identifies eight strategies and accompanying activities and indicators across the three phases (awareness, transition, and implementation) for the implementation of the CA NGSS. The guiding strategies show not only how existing operational systems will be redeployed, but also how these strategies will interweave to tackle some of the major challenges for science education in California. It is therefore critical that this plan be supported with sufficient resources to fully address these challenges which include:

- Expanding science education in elementary schools to ensure all students develop the fundamentals of scientific understanding from the earliest grades.
- Supporting educators to deliver instruction in ways that integrate content among and beyond the scientific disciplines in order to connect students to the way problems exist in the real-world.
- Providing ongoing, job-embedded professional learning to grow teacher capabilities to effectively implement the pedagogical shifts of the CA-NGSS and help school leaders create and support the conditions for more rigorous and engaging science learning.

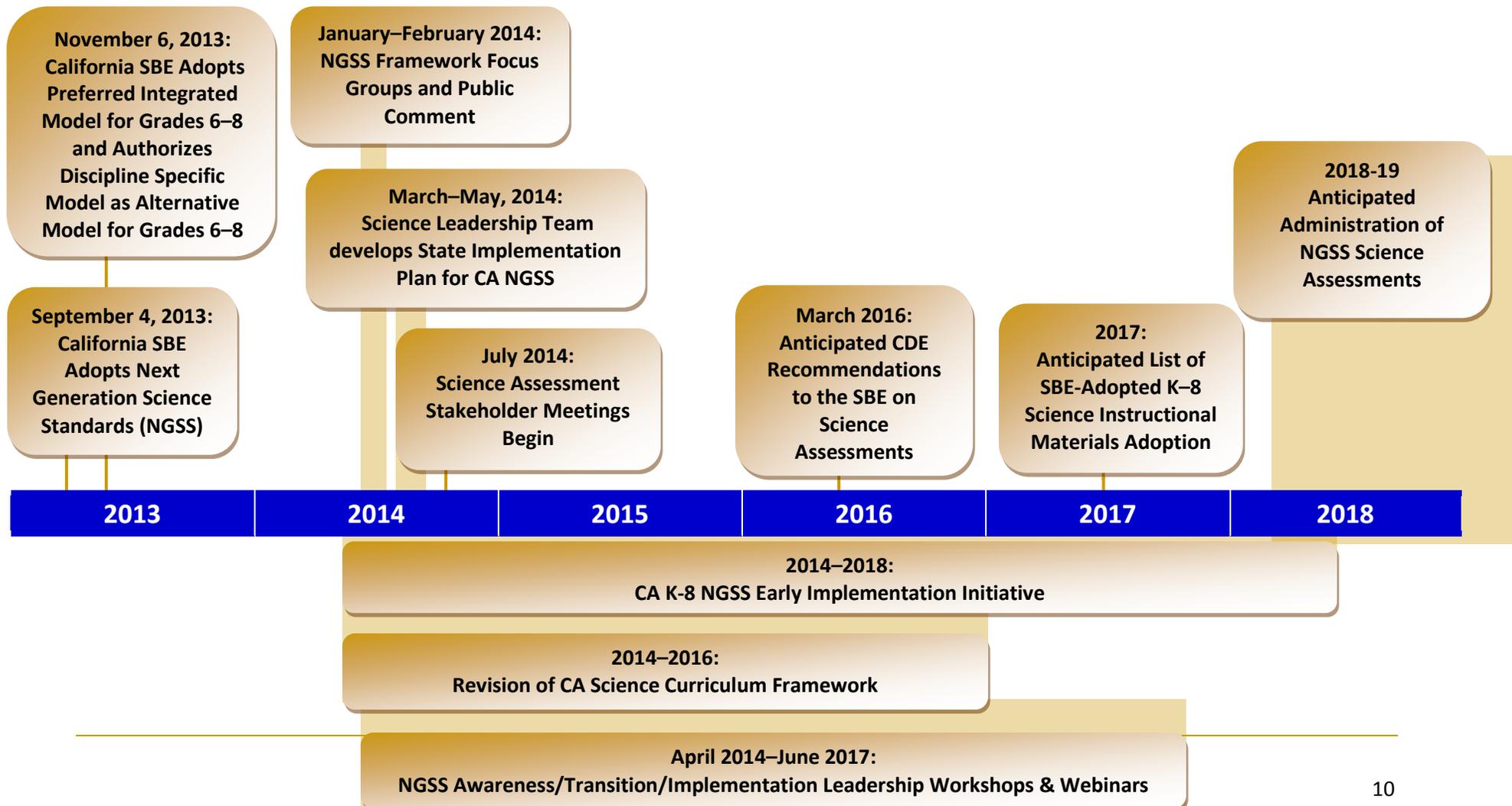
- Coordinating with partners within and well beyond the traditional education community in order to expand the time and resources available to support student learning at the increased scale needed to achieve much needed large improvements in student access and achievement.

Successful use of this *Plan* will require ongoing collaboration between the CDE, LEAs, and community stakeholders. The scope of change and the expectations for shifting instruction are ambitious. It's going to take new dedicated resources, as well as repurposing of existing resources, to carry out the *Plan* and particularly to launch its more innovative components if we wish to fully meet expectations for improving student achievement and equity. The *Plan* provides guidance for all audiences to build understanding, foster interest, and lay the foundation for quality across all phases of implementation of the CA NGSS.

CA Next Generation Science Standards Systems Implementation Timeline and Key Events

For events that occurred prior to September 2013, please refer to the Timeline available on the CDE Web site at <http://www.cde.ca.gov/pd/ca/sc/ngsstimeline.asp>. For an accessible version of the timeline below, please refer to the Accessible Alternative Version on the CDE Web site at <http://www.cde.ca.gov/pd/ca/sc/ngssimptimeline.asp>.

The implementation timeline does not specify the beginning or ending points of time for the different implementation phases because they vary depending on the event or may be contingent on the conclusion of a related event.



INTRODUCTION

California Department of Education Mission Statement

California will provide a world-class education for all students, from early childhood to adulthood. The California Department of Education serves our state by innovating and collaborating with educators, schools, parents, and community partners. Together, as a team, we prepare students to live, work, and thrive in a highly connected world.

The California Department of Education (CDE) manages the state's diverse and dynamic public school system, which is responsible for the education of more than six million children and young adults in more than 10,000 schools. The CDE and the State Superintendent of Public Instruction (SSPI) are responsible for enforcing education law and regulations; and for continuing to reform and improve public elementary school programs, secondary school programs, adult education, and some preschool and child care programs based on policy direction provided by the SBE.

Background Information

Senate Bill 300 [http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201120120SB300&search_keywords], chaptered in 2011, required SSPI Torlakson to present new science standards, based on the NGSS, to the California SBE by July 31, 2013. The SBE had until November 30, 2013 to adopt, modify, or reject the proposed standards.

In September 2011, California became one of 26 lead states to develop the NGSS based on the National Research Council's (NRC) *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas (Framework)*. Achieve, Inc., an independent, bipartisan, non-profit organization based in Washington, D.C., facilitated the process on behalf of the states. The NRC, as presented in the *Framework*, envisions that by the end of 12th grade all students should:

- Develop some appreciation of the beauty and wonder of science.
- Possess sufficient knowledge of science and engineering to engage in public discussions on related issues.
- Be careful consumers of scientific and technological information related to their everyday lives.
- Be able to continue to learn about science outside school.

- Have the skills to enter careers of their choice, including (but not limited to) careers in science, engineering, and technology [adapted from *A Framework for K-12 Science Education*, (2012), p.1].

In November 2011, SSPI Torlakson convened a State Review Team (SRT) consisting of 80 science experts representing kindergarten through grade twelve (K–12) science teachers, administrators, county science consultants, college and university professors, scientists, science informal centers, and business and industry. Over a span of nearly 18 months, the SRT reviewed many drafts of the NGSS as a way to provide feedback to Achieve, Inc. and the CDE.

In April 2013, after the final draft of the NGSS was released, SSPI Torlakson convened a Science Expert Panel (SEP), a smaller representative group of the SRT, which also included well-known scientists, Dr. Helen Quinn, Dr. Bruce Alberts, and Dr. Art Sussman. The SEP met three times from April to June 2013, to review feedback from three regional public meetings, SRT surveys, and to make final recommendations for the California standards based on the NGSS to the SSPI.

On September 4, 2013, the SBE voted unanimously to adopt the *Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve* (CA NGSS) as required by California Education Code Section 60605.85. The NGSS Appendices A–M were also adopted to assist educators in the implementation of the new science standards. On November 6, 2013, the SBE voted unanimously to adopt the California Integrated Model as the preferred model for middle grades, and directed CDE to develop an alternative discipline specific model for grades six through eight (6–8) based upon the discipline-specific model outlined by Achieve in the NGSS Appendix K. More information regarding SBE items can be found at <http://www.cde.ca.gov/be/mt/ms/index.asp>. More information regarding the CA NGSS preferred integrated and alternative discipline specific models can be found at <http://www.cde.ca.gov/pd/ca/sc/ngssstandards.asp>.

The Purpose of This State Plan

The CA NGSS have the potential to transform science education in California necessitating a different way of thinking about teaching and learning. What differentiates the CA NGSS from previously-adopted California science standards is the way the CA NGSS weave together the three dimensions (scientific and engineering practices, disciplinary core ideas, and crosscutting concepts) of the *Framework* across the NGSS scientific disciplines (physical science, life science, and earth and space science), with engineering, technology, and practical applications of science. The CA NGSS focus on knowledge used for performance expectations, which correlate and align to the adopted *Common Core State Standards* (CCSS) in English Language Arts and Mathematics, and require students to demonstrate their understanding of the three dimensions through the application of science and engineering. The performance expectations also provide a context for

learning science and specify how scientific knowledge is acquired and how the disciplines of science are connected.

The standards neither prescribe a curriculum nor determine instructional strategies; rather they are intended to guide the development of all of these resources.

The Next Generation Science Standards Systems Implementation Plan for California (Plan)

<http://www.cde.ca.gov/pd/ca/sc/ngssintrod.asp> will assist the CDE, the Local Educational Agencies (LEAs), and Community Stakeholders to collaboratively actualize the CA NGSS in educational systems for every student. The *Plan* identifies eight strategies and accompanying elements/activities for the implementation of the CA NGSS.

Many of the recommendations in this *Plan* will require additional resources, funding, and/or policy change in order to be implemented. Ongoing guidance will be needed as state and local policy makers, CDE, LEAs, partners, and community stakeholders develop action plans to engage in actual activities. More detailed work plans will need to be developed in order to estimate needed funds and necessary policy changes. The CDE anticipates this *Plan* will provide assistance and guidance to the implementation of the CA NGSS throughout the state.

Phases of Implementation

Implementation of CA NGSS systems will occur over several years and in the context of a continuous learning process. Accordingly, the *Plan* exists within varying phases of the change process. The three phases are straightforward, yet lightly defined, because for each proposed program and project, there exists an ongoing development and progression that must evolve at both an individual elemental level and the integrated systems level.

- ❖ The **awareness phase** represents an introduction to the CA NGSS, the initial planning of systems implementation, and establishment of collaborations.
 - ❖ The **transition phase** is the concentration on building foundational resources, implementing needs assessments, establishing new professional learning opportunities, and expanding collaborations between all stakeholders.
 - ❖ The **implementation phase** expands the new professional learning support, fully aligns curriculum, instruction, and assessments, and effectively integrates these elements across the field.
-

California's Diverse Stakeholders

An integrated systems approach to implementing the CA NGSS provides coherence and necessitates extensive communication and collaboration among all of California's stakeholders. The CDE is working diligently to ensure clear communications and expectations, and this document is an important component of this goal. The engagement and assistance of all stakeholders will ensure successful implementation of the CA NGSS. The role of each stakeholder group in contributing to the implementation is vitally important to the success of the *Plan*.

The CA NGSS were created by representative groups of teachers, administrators, parents, content experts, support providers, business/industry and education professionals, each bringing a unique educational perspective into the development of the standards.

The *Plan* addresses how the implementation will vary by three groups: the CDE, the LEAs, and Community Stakeholders. LEAs include districts, schools, and county offices of education. Community Stakeholders include, but are not limited to: business and industry, institutions of higher education, teacher preparation programs, the Commission on Teacher Credentialing (CTC), parent groups, professional learning providers, professional organizations, public media providers, science centers and museums, science informal education providers, and nonprofit organizations.

The CDE is responsible for integrating the CA NGSS into the statewide educational system. It implements state and federal laws through administration of statewide programs. State and local officials can support implementation by creating and opening doors for opportunity.

State officials and local districts, institutions of higher education and the CTC can collaborate to ensure that teacher preparation programs and science credentialing are aligned with the CA NGSS. But beyond these governmental groups, a wide array of community partners can seek to support educators in many ways. Professional organizations, including support providers and those representing educators, are a key component in providing information, feedback, and support throughout the implementation process. This document not only charts the path for CA NGSS systems implementation but illuminates opportunities for extensive involvement.

LEAs are the entities responsible for the integration of the CA NGSS into curriculum, instruction, and professional learning. Teachers are on the front line of implementing the CA NGSS. School site administrators provide teachers with instructional leadership and maintain a safe learning environment for both students and teachers. District administrations and elected boards can establish policies designed to implement state and federal programs and empower teachers and site administrators with local creativity and flexibility. County offices of education and other support providers can provide technical assistance and professional learning support at the regional level for the schools and districts they serve.

The role of the families, parents, and guardians is all encompassing. Involvement at every level of a student’s education is fundamental for each student’s personal success. Families, parents, and guardians can ensure that students arrive at school ready to learn, provide quiet time and space at home for students to study, and stay involved in their students’ learning through positive engagement about their academic work and social interactions. Additionally, there are many opportunities for involvement at the school site, providing support for administrators, teachers, and students.

Of all stakeholders, students are most important to think about when implementing the new standards. Through engaging content taught by well-prepared teachers using effective strategies, students will respond with interest and perform to their best ability. The role of every other stakeholder group is to ensure that students—all students—gain meaningful access to the content and that all necessary support systems are in place.

Partners and support providers such as county offices of education, professional development providers, state parent groups, state afterschool and early childhood providers provide links between the CDE and the LEAs implementing the CA NGSS. Support provider roles offer a systems-based approach to professional learning for all stakeholders. In reviewing this document, stakeholders should note instances for potential involvement. For various groups, these opportunities may be different. Teachers and administrators may wish to participate in professional learning opportunities.

Families may wish to view CDE-sponsored webinars or review available publications. In many cases, the opportunity for stakeholder input will be more open-ended. For example, the SBE invites public comment on meeting agenda items. In other instances, the CDE will seek stakeholder feedback on particular issues, such as the draft science framework or the development of standards-aligned assessments. Involvement may be as easy as subscribing to a listserv for information on a particular topic. The opportunities abound, and the CDE and SBE welcome and encourage participation.

Guiding Strategies

The *Plan* is grounded in eight guiding strategies for implementation. These strategies encompass all areas of our educational system, and while they provide focus to the work, they also reveal its highly integrated nature. The eight guiding strategies for the CA NGSS systems implementation are:

1. Facilitate high quality professional learning opportunities for educators to ensure that every student has access to teachers who are prepared to teach and facilitate student learning to the levels of rigor and depth required by the CA NGSS.
2. Provide CA NGSS-aligned instructional resources designed to meet the diverse needs of all students.

3. Develop and transition to CA NGSS-aligned assessments that supports the improvement of teaching and learning and provide information that may be used for accountability.
4. Collaborate with parents, guardians, and the early childhood and expanded learning communities to integrate the CA NGSS into programs and activities beyond the K–12 school setting.
5. Collaborate with the postsecondary and business communities and additional stakeholders to ensure that all students are prepared for success in career and college.
6. Seek, create, and disseminate resources to support stakeholders as the CA NGSS systems implementation moves forward.
7. Design and establish systems of effective communication regarding CA NGSS among stakeholders to continuously identify areas of need and disseminate information.
8. Build coalitions to ensure a consistent message and to sustain momentum during implementation.

Process for Development of the *Plan*

The CDE convened representatives from many science stakeholder organizations (e.g., K–12 teachers, administrators, college and university faculty, parent groups, business and industry, county offices of education, professional learning providers, public media providers, informal science centers, and professional organizations) to collaborate on the development of this *Plan*. Over three months, the Science Leadership Team (SLT) with WestEd/K-12 Alliance staff members serving as facilitators, identified important elements of each strategy, developed activities/indicators for each stakeholder and phase, sought input from their constituents at each step of the process, and revised and refined the *Plan* based on the feedback. CDE then asked its different program offices to review the *Plan* and provide comments. The *Plan* was released for a 30-day public comment period beginning July 25, 2014 and was presented for information to the SBE in September 2014. Based on public comment and input from the SBE and CDE leadership, the *Plan* has been revised in October and presented to the SBE for action in November 2014.

Integration with the Common Core State Standards Systems Implementation Plan for California

California's standards have been hailed for their rigor, setting high expectations for all students. Beginning in 1997, California adopted content standards in English language arts (ELA), mathematics, history/social science, science, visual and performing arts, health, world language, physical education, school library standards, and career technical education. California also has English language development (ELD) standards, which outline the stages of proficiency that English learners progress through as they become proficient in English.

The SBE adopted the Common Core State Standards (CCSS) in ELA and Mathematics, including California-specific standards on August 2, 2010. While CCSS in ELA include literacy components in science, they are not directly linked to the CA NGSS and can be found at <http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>, and the CCSS for Mathematics can be found at <http://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf>. Embedded within the CA NGSS are tables explaining the alignment with the CCSS. In addition, CA NGSS Appendix L–Connections to CCSS–Mathematics and Appendix M–Connections to CCSS–Literacy in Science and Technical Subjects [<http://www.nextgenscience.org/next-generation-science-standards>] further elaborate on the connections between the CA NGSS with the CCSS.

Prior to the development of this *Plan*, the SBE adopted the CCSS Systems Implementation Plan for California (Revised 30-Apr-2014) [<http://www.cde.ca.gov/re/cc/documents/ccsssimplementationplan.doc>] on March 7, 2012. The CCSS Systems Implementation Plan is a living document that identifies major phases and activities in the implementation of the CCSS throughout California's educational system. With the implementation of the CCSS preceding the implementation of the CA NGSS, the CDE and LEAs will need to consider similarities and the significant milestones of each plan and their relationships. For example, strategies 1 through 7 are similar in both plans and provide a common context where coordination can occur to maximize the use of limited resources and specifically include:

- ❖ Professional development and outreach opportunities mentioned in Strategy 1.
- ❖ Outreach to similar stakeholder groups mentioned in Strategy 4.
- ❖ Communication with partnerships established for Career Technical Education programs to engage members of the local business and postsecondary communities mentioned in Strategy 5.

Introduction for Strategy 1: Professional Learning

Facilitate high quality professional learning opportunities for educators to ensure that every student has access to teachers who are prepared to teach and facilitate student learning to the levels of rigor and depth required by the CA NGSS.

Successful enactment of this strategy requires a collaborative partnership between the CDE, LEAs, and community stakeholders including, but not limited to: county offices of education, professional learning providers, institutions of higher education, the CTC, teacher preparation programs, environmental education providers, science centers and museums, science informal education providers, business and industry partners, professional organizations, and private sector partners.

This strategy incorporates many shifts in instructional practice required by the CA NGSS. It includes professional learning in three-dimensional (3D) teaching and learning (Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts); science for all students; and connections to other applicable CA state standards by topic and grade span. The shifts require a systems approach to science education, whereby policies, programs, personnel, and resources all support common goals.

WestEd's K-12 Alliance has already set the stage for professional learning through an early implementation initiative, the "California K-8 NGSS Early Implementation Initiative". Working with a limited number of schools, this initiative, launched in August 2014, includes intensive professional learning over four years, serves as a lab to beta-test CA NGSS aligned tools and processes, and includes the CA NGSS Collaborative Network to share learning and challenges.

Strategy 1 includes the following three elements:

- **Teacher and Administrator Professional Learning.** This element makes recommendations for developing an expanded pool of teachers trained in CA NGSS professional development and creating regional professional learning communities comprised of these trainers. This element also recognizes the increased focus on scientific and engineering practices at all grade levels and the need for greater teacher understanding of instructional strategies in this area.

- Resources for Professional Learning:** This element addresses the development of a CA NGSS Digital Center on which resources for teaching, learning, and stakeholder understanding of the CA NGSS can be posted. This CA NGSS Digital Center will be housed on the “My Digital Chalkboard” Web site at <https://www.mydigitalchalkboard.org/>, sponsored by the CDE. This portal is intended to be a secure interactive central repository with options for uploading and downloading resources, use of search engines, user reviews, and access by all stakeholders. Additional features may include: community spaces, options for resources organized by region, and posting of public awareness materials. Development of this CA NGSS Digital Center is contingent upon availability of funding.
- Teacher Preparation and Credentialing:** This element addresses science teacher credentialing and teacher preparation aligned with CA NGSS.

Suggestions for CA NGSS professional learning at the LEA and community stakeholder levels are also provided.

Strategy 1

California Department of Education Implementation Plan for the CA NGSS

Facilitate high quality professional learning opportunities for educators to ensure that every student has access to teachers who are prepared to teach and facilitate student learning to the levels of rigor and depth required by the CA NGSS.

ELEMENT	AWARENESS	TRANSITION	IMPLEMENTATION
Teacher and Administrator Professional Learning	CDE participates with other professional learning stakeholder organizations to convene CA NGSS awareness roll-out workshops and webinars for local teams of teacher	CDE participates with other professional learning stakeholder organizations to convene CA NGSS transition roll-out workshops and webinars for local teams of teacher leaders and	CDE participates with other professional learning stakeholder organizations to evaluate the workshops and webinars; and based on this information, plan additional professional learning needed for CA NGSS workshops

ELEMENT	AWARENESS	TRANSITION	IMPLEMENTATION
	<p>leaders and administrators.</p> <p>CDE participates with other professional learning stakeholder organizations, LEAs, and content area experts to determine the needs of teachers in understanding how to provide instruction in the scientific and engineering processes.</p>	<p>administrators focused on the differentiated needs and standards for each grade span.</p> <p>Contingent on funding, professional learning for teachers and administrators is developed by experts in the field that specifically addresses instructional strategies related to the scientific and engineering processes.</p>	<p>and webinars for local teams of teacher leaders and administrators.</p> <p>Professional learning for CA NGSS is continually monitored and revised to reflect the needs of the teachers and administrators.</p>
Resources for Professional Learning	<p>CDE, in collaboration with education partners and national partner Achieve, develops a CA NGSS Digital Center portal on the “My Digital Chalkboard” Web site for the posting of CA NGSS resources.</p>	<p>CDE researches resources that support the implementation of CA NGSS and posts information about, and links to, these resources on the CA NGSS Digital Center.</p>	<p>CDE continually researches and identifies CA NGSS resources and updates the CA NGSS Web site and the CA NGSS Digital Center accordingly.</p>
Teacher Preparation and Credentialing	<p>CDE works with the CTC to align science teacher credentialing with CA NGSS content and instructional shifts.</p>	<p>CDE works with Institutions of Higher Education to facilitate the inclusion of CA NGSS in teacher preparation programs.</p>	<p>CDE works with the CTC and Institutions of Higher Education to disseminate information about updated science credentialing requirements and teacher preparation programs.</p>

Strategy 1

Suggestions and Opportunities for LEAs

- Develop a district science professional learning plan for all teachers and administrators.
- Explore each school's schedule to allow for collaborative planning time for the purpose of improved science instructional practices.
- Create a regional collaborative for ongoing professional development and sharing of resources.
- Nominate district/school teacher leaders, administrators, and professional development specialists to participate in the roll-out workshops for awareness, transition, and implementation of CA NGSS.
- Consider developing and/or researching existing teaching guidelines and coaching tools for CA NGSS instruction.
- Include the following concepts in local professional development activities:
 - Curricular and instructional shifts
 - 3-D teaching
 - Science and Engineering Practices
 - Engineering standards
 - Performance Expectations
 - Cross Cutting Concepts
 - Alignment with the Common Core State Standards
 - Local assessments and instructional materials as well as materials from national organizations
 - California Environmental Principles and Concepts (EP&Cs)
- Use the resources available on the CA NGSS Digital Center, My Digital Chalkboard, Achieve, National Science Teachers Association, and other sources.
- Differentiate professional learning for targeted student populations and needs, such as:

- Elementary school
- Middle school
- High school
- English language learners
- Students with special needs

Strategy 1

Suggestions and Opportunities for Community Stakeholders and Support Providers

- Determine, address, and support professional learning needs of the education community and the community at large.
- Recommend resources for inclusion on the CA NGSS Digital Center.
- Assist in the development of professional development resources and events.
- Partner with CDE and LEA to research and develop indicators of best CA NGSS practices.
- California's professional development support providers consider collaborating to develop professional learning resources and opportunities aligned with CA NGSS for California educators and administrators.
- Institutions of Higher Education work with CDE, LEAs, community stakeholders, and the CTC to identify the CA NGSS instructional shifts for aligning teacher preparation programs and teacher certification in science.
- Community partners, especially those related to the STEM fields, should encourage stakeholder participation in the NGSS Leadership Rollouts.

Introduction for Strategy 2: Instructional Resources

Provide CA NGSS-aligned instructional resources designed to meet the diverse needs of all students.

Strategy 2 addresses the development, acquisition, and review of the CA NGSS-aligned curriculum resources to meet the diverse needs of all students. Enactment of this strategy requires a collaborative partnership between and among the CDE, the LEAs, expanded learning providers, support providers, philanthropic and nonprofit organizations, and other partners.

This strategy includes new curricular and instructional resources that are likely to be dynamic in format and content, e.g., digital materials, open educational resources, hybrid programs, and California Environmental Principles and Concepts. These instructional resources provide a variety of options to LEAs, and other community partners.

LEAs will have an important decision to make regarding adoption of instructional materials and resources aligned to the CA NGSS. A recommended list of materials adopted by the SBE is available to help LEAs select materials, but the needs of the students in the community should have the largest impact on this local decision.

Strategy 2 includes the following elements:

- **Develop the CA NGSS Curriculum Framework:** The CDE in cooperation with the Instructional Quality Commission is responsible for facilitating the development of the 2016 CA NGSS Curriculum Framework (*Framework*) to be adopted by the SBE. SB 300 (Chapter 480, Statutes of 2013) authorizes the revision of the current *Science Framework for California Schools Grades K–12 (2004)*.
- **Understand the Framework:** The *Framework* provides support in implementing the CA NGSS for all students. The CDE in cooperation with stakeholders will conduct “roll-outs” of the *Framework* throughout California to provide information and examples of CA NGSS best practices. This element addresses the development, implementation, and evaluation of the *Framework* roll-outs as well as next steps.
- **Investigate and Select Instructional Materials for all Grade Levels:** The *Framework* will contain the criteria for evaluating instructional materials used for science instruction in kindergarten through grade eight. The *Framework*,

CA NGSS, and criteria provide guidance to publishers and developers of instructional materials for the submission of materials for state review. The criteria are also used by reviewers of instructional materials (K–8) submitted for adoption. If publishers meet the criteria, their materials are forwarded to the Instructional Quality Commission (IQC) for possible recommendation to the SBE for adoption. For grades 9–12, LEAs are responsible for determining that instructional materials are aligned to content standards and meet the needs of all students.

Information on instructional materials, reviewers, and publishers may be found in the following statutes and Title 5 California Code of Regulations (CCR):

- The process of adopting curriculum frameworks, evaluation criteria and instructional materials is defined in 5 CCR 9510.
- The procedure for selecting reviewers of instructional materials is cited in 5 CCR 9512.
- When publishers submit instructional materials they must follow the process prescribed in 5 CCR 9517

The statutes that allow local education agencies to use instructional materials that are aligned to the CA NGSS but have not been adopted by the California State Board of Education are found in California *Education Code (EC)* sections 60210 (a) and 60210(c).

- **Promote Equity and Access to Instructional Resources:** This element addresses resources, information and strategies to facilitate equitable, quality, and safe science instruction.

To meet the instructional needs of diverse learners, California uses a Multi-Tiered System of Supports (MTSS) model that aligns all systems of high quality instruction, support, and intervention and includes structures for building, changing, and sustaining systems. MTSS occurs in the context of excellent curricula, effective instruction, and a comprehensive assessment system as well as effective leadership, professional learning, and an empowering culture for staff and students. The supports below are necessary as part of California’s commitment to educating all students, including students with special needs, English learners, and gifted and talented students:

- Integrate the principals of Universal Design for Learning in creating and delivering accessible curriculum and lesson plans;
- Model and highlight the benefits of collaborative lesson planning (between special education and general education);

- Reinforce the importance of adopting materials that embed differentiated learning strategies for all students;
- Ensure that every student receives access to grade level science standards utilizing appropriate accommodations.
- Integrate the California Environmental Principles and Concepts into creative learning designs so that all students have access to equitable learning inside and outside of the classroom.

Strategy 2

California Department of Education Implementation Plan for the CA NGSS

ELEMENT	AWARENESS	TRANSITION	IMPLEMENTATION
DEVELOPMENT OF THE CA NGSS CURRICULUM FRAMEWORK	CDE will conduct focus groups to draft guidelines for the curriculum framework; IQC recommends guidelines and members for the Curriculum Framework and Evaluation Criteria Committee (CFCC); SBE approves guidelines for development and members of CFCC.	CFCC develops an initial draft framework and presents it to the IQC; IQC conducts a 60-day field review of the Science Framework and makes revisions. IQC takes action to recommend a draft Science Framework to the SBE.	Draft Science Framework is put out for second 60-day field review. IQC examines comments and makes recommendations for additional revisions. SBE acts on Science Framework in January 2016.
UNDERSTAND THE CA NGSS CURRICULUM FRAMEWORK	Contingent on the availability of funds, the CDE, in collaboration with LEAs and stakeholders, develops presentations and workshops to roll-out the Science Framework.	Contingent on the availability of funds, the CDE, in collaboration with LEAs and stakeholders, develop a plan for presenters for regional Science Framework roll-outs.	Contingent on the availability of funds, the CDE, LEAs, and stakeholders participate in the roll-out of the science framework and evaluate the reception of the Science Frameworks; they subsequently revise existing resources and develop additional ones as appropriate.

ELEMENT	AWARENESS	TRANSITION	IMPLEMENTATION
REVIEW AND SELECT INSTRUCTIONAL MATERIALS, INCLUDING HANDS-ON MATERIALS	<p>The IQC recommends and the SBE adopts criteria for evaluating K-8 science instructional materials in January 2016.</p>	<p>The SSPI recruits instructional materials reviewers (IMRs) and content review experts (CREs) for the review of science materials submitted for SBE adoption consideration.</p>	<p>The IQC recommends and SBE adopts K-8 science instructional materials in November 2017.</p>
	<p>The CDE and IQC along with LEAs and community stakeholders explore the needs for materials to implement activities, technology, and lab equipment needed for full implementation at all grade levels.</p>		<p>Contingent on funding, the CDE surveys the field to determine the use of instructional materials, technology, and lab equipment used at grade spans, and teacher responses to materials and resources, and reports out to the SBE the findings and any recommendations.</p>
PROMOTE EQUITY AND ACCESS TO INSTRUCTIONAL RESOURCES	<p>The CDE provides research-based guidance and information for districts to help determine the necessary instructional resources and facilities for equitable, high quality, and safe science instruction which will be presented in the Science Curriculum Framework and the Science Safety Handbook.</p> <p>Work with LEA and stakeholders to identify local and state needs to ensure accessibility to quality resources for all students.</p>		<p>The CDE reviews state needs, evaluates the resources, and revises as needed.</p> <p>Identify possible funding sources and request funding as needed.</p>

Strategy 2

Suggestions and Opportunities for LEAs

- Select and support local representative(s) to attend Science Framework roll-out sessions to plan for local implementation of the CA NGSS and train teacher leaders and curriculum leaders within the LEA to build local capacity for implementation of the CA NGSS.
- Empower teacher leaders and curriculum leaders to provide support at school sites to use the Science Framework as a tool to implement the CA NGSS.
- Use the Science Framework criteria, investigate, evaluate, and select a process for selecting appropriate CA NGSS aligned instructional materials that ensure access to science curriculum for all students, including English learners.
- Use CDE information and resources to determine local needs for equitable, high quality, and safe science instruction for all students, including English learners and students with special needs; prioritize the allocation of the funds for equitable facilities, equipment, and instructional resources to ensure access to science curriculum aligned to CA NGSS for all students, including English learners and students with special needs.
- Research best practices in instructional time, gather data from a local needs assessment to determine local needs for instructional time in science for K–12, and adjust schedules according to the feedback obtained.
- Reach out to local philanthropic and nonprofit organizations and request support through funding, resources, and in kind support.
- Use the NGSS Appendices which were adopted as part of the CA NGSS as a resource and are located at: <http://www.cde.ca.gov/pd/ca/sc/ngssstandards.asp>.

Strategy 2

Suggestions and Opportunities for Community Stakeholders and Support Providers

- Individually and collaboratively, plan strategies and activities to facilitate the roll-out of the SBE-adopted science framework according to local needs.
- Structure educational services and supports that are aligned to CA NGSS and CA NGSS-aligned instructional materials.
- Determine LEA needs and provide support to facilitate equitable, high quality, and safe science education and education services for all students including English learners and students with special needs.
- Support implementation at the local and state level by providing or securing resources or funding for resources.

Introduction for Strategy 3: Assessment

Develop and transition to CA NGSS-aligned assessments that support the improvement of teaching and learning and provide information that may be used for accountability.

Strategy 3 addresses the development and implementation of high quality, CA NGSS-aligned assessments to ensure that K–12 students in California are prepared to demonstrate the depth of understanding required by the CA NGSS. Successful enactment of this strategy requires collaborative efforts among the CDE, SBE, and various science education community stakeholders.

This strategy reflects a paradigm shift in assessment practice as recommended by the CA NGSS. Emphasis will be on the use of assessment tools, processes, and practices to support teaching and learning and on student performance data for accountability purposes. The successful implementation of the CA NGSS-aligned assessments should include a systemic and systematic approach to assessment that focuses not just on content knowledge, but also on student competency with specific practices and their comprehension of cross-cutting concepts through the integration of the three-dimensional approach to understand science and engineering (Science and Engineering Practices, Disciplinary Core Ideas, and Cross Cutting Concepts) that define the CA NGSS.

Strategy 3 includes the following two elements for the development, implementation, and support of statewide CA NGSS-aligned assessments pursuant to California *EC* Section 60640:

- **Formative Assessment Tools and Processes:** The CDE develops and implements innovative, assessment options such as Formative Assessment Tools and Processes¹, considering grade span, matrix-sampling, performance tasks, and portfolios to augment the ESEA-required summative assessments,.
- **Accountability provisions:** To meet federal accountability provisions under the Elementary and Secondary Education Act (ESEA)², the CDE develops and implements innovative statewide, CA NGSS-aligned, Summative Assessments.

¹ Formative assessment tools and processes may be embedded in instruction and used by classroom teachers to inform their day-to-day practice. Formative assessment data may be used to provide feedback for purposes of adjusting instruction to improve teaching and learning.

² Summative assessment data may be used to guide decisions regarding curriculum, professional learning for educators, and to fulfill state and federal accountability requirements.

Proposed Science Assessment Implementation Timeline

July 2014:	Science assessment stakeholder meetings were conducted
2013–14:	ESEA-required CST, CMA, CAPA Science tests were administered in grades 5, 8, and 10
2014–2017:	ESEA-required CST, CMA, CAPA Science tests will be administered in grades 5, 8, and 10
2015–16:	Development of ESEA science assessments and tools aligned to the NGSS are proposed to begin
2016–17:	Pilot Test
2017–18:	Field Test
2018–19:	Operational Test

Strategy 3

California Department of Education Implementation Plan for the CA NGSS

Develop and transition to CA NGSS-aligned assessments that support the improvement of teaching and learning and provide information that may be used for accountability.

ELEMENT	AWARENESS	TRANSITION	IMPLEMENTATION
Development and Implementation of Formative Assessment Tools and Processes	With stakeholder input, the CDE develops a CA NGSS-aligned assessment implementation plan.	The CDE develops criteria to evaluate and repurpose available assessment resources and/or guides the development of new assessment resources (e.g.,	The CDE develops, pilots, field-tests, operationally administers, and evaluates additional statewide CA NGSS-aligned tests and test administration resources.

ELEMENT	AWARENESS	TRANSITION	IMPLEMENTATION
		<p>formative assessment tools and processes).</p> <p>The CDE identifies and develops high-quality CA NGSS-aligned assessment resources (e.g., formative assessment tools and processes and performance tasks and scoring rubrics to be used in the classroom to develop and measure students' competency in evidence-based inquiry [designing, conducting, observing, analyzing, and communicating]), based upon the criteria mentioned above.</p>	<p>The CDE provides access to assessment tools and processes needed by the science education community to implement formative processes and practices and support summative statewide assessments.</p> <p>The CDE and its contractors develop training materials and conducts local and regional training sessions for assessment administration.</p> <p>The CDE continues to administer statewide CA NGSS-aligned assessments (i.e., ESEA-required tests), administers additional statewide CA NGSS-aligned computer-based tests (i.e., non-ESEA requires tests) if approved by the SBE, and provides test results to parents, schools, LEAs, and counties.</p>

ELEMENT	AWARENESS	TRANSITION	IMPLEMENTATION
<p>Development and Implementation of Statewide, CA NGSS-aligned, Computer-based Summative Assessments</p>	<p>The CDE holds Science Assessment Stakeholder meetings to collect input regarding CA NGSS-aligned assessments.</p>	<p>The CDE develops recommendations for CA NGSS-aligned assessments considering stakeholder input.</p> <p>The SSPI presents these recommendations to the SBE.</p> <p>The SBE considers and adopts the SSPI recommendations for statewide CA NGSS aligned assessments.</p>	<p>The CDE implements the SBE-adopted CA NGSS assessment recommendations and plan.</p> <p>The CDE develops pilots, field-tests, operationally administers, and annually evaluates new statewide CA NGSS-aligned tests.</p> <p>The CDE administers statewide CA NGSS-aligned computer-based tests and provides test results to students, families, and LEAs.</p>

Strategy 3 Suggestions and Opportunities for LEAs

- Participate in statewide assessment informational and stakeholder meetings. Develop an LEA transition plan to repurpose available local and statewide assessment resources for classroom instruction and new statewide CA NGSS-aligned tests (i.e., ESEA-required tests).
- Evaluate and repurpose available assessment resources and/or guide the development of resources (e.g., formative assessment tools and processes) to inform science instruction.
- Use high-quality sample CA NGSS-aligned assessment resources (e.g., formative assessment tools and processes and performance tasks and scoring rubrics) to be used in the classroom to develop student cognitive skills and measure student’s competency in evidence-based inquiry [designing, conducting, observing, analyzing, and communicating]) to improve teaching and learning.

- Participate in the state test development process (pilot testing, field testing, item/task scoring, etc.).
- Evaluate LEA technology readiness for CA NGSS-aligned computer-based testing and upgrade infrastructure as needed.
- Use state assessment administration resources (e.g., test administration tools, test scoring and results analysis guides).
- Administer statewide CA NGSS-aligned computer-based tests (i.e., ESEA-required tests and any non-ESEA required tests approved by the SBE) and analyze and use student test data to support the improvement of instruction in the classroom.

Strategy 3

Suggestions and Opportunities for Community Stakeholders and Support Providers

- Participate in statewide assessment informational stakeholder meetings.
- Collaborate with LEAs in local assessment shifts, development, and implementation processes, as agreed upon by the LEA or science education community at large.
- Recommend formative assessment resources for inclusion in the CA NGSS Digital Center for educators and administrators.
- Consider collaborating in developing CA NGSS-aligned resources that address the needs of the California diverse student population.
- Provide funding and resources to support formative processes and performance task opportunities at the local and state level.

Introduction for Strategy 4: Parents and Guardians, Early Childhood, Expanded Learning

Collaborate with parents, guardians, and the early childhood and expanded learning communities to integrate the CA NGSS into programs and activities beyond the K–12 setting.

Strategy 4 addresses the development and implementation of the CA NGSS-aligned collaborations with parents/guardians, the early childhood community, and expanded learning communities to incorporate the CA NGSS into programs and activities beyond the K–12 school setting. Enactment of this strategy requires a collaborative partnership between: the CDE, LEAs, and community stakeholders including but not limited to: parent groups, science centers and museums, county offices of education, professional learning providers, youth clubs/programs, and afterschool programs.

This strategy is designed to develop stakeholder awareness of the messages in the CA NGSS and increase educational opportunities for children during early childhood expanded learning experiences and out-of-school programs for all students in the K–12 system, including students learning English and students with special needs. Science is important for all students as it provides many opportunities for a variety of oral language development, pre-literacy, literacy experiences, and environmental education experiences, including the California Environmental Principles and Concepts (EP&Cs). It also addresses early childhood education (birth to age five), as well as, learning opportunities provided by parents/guardians (e.g., family field trips to science centers, museums, parks, and zoos).

Strategy 4 includes the following elements:

- **Communication.** This element includes developing public understanding of the CA NGSS through outreach initiatives and creating multimedia and multilingual activities and venues. The awareness phase defines a common understanding of the CA NGSS; the transition phase delineates collaborative action steps to work towards the CA NGSS implementation; the implementation phase includes broadening awareness; developing and revising plans; and measuring effectiveness.
- **Products and Tools.** This element includes collaborative development of a variety of multimedia and multilingual tools. These tools include web portals, PowerPoint presentations, newsletter templates, tip sheets, moments of science, careers, science in the environment, and hands-on modules and science kits for use by early childhood service providers, parents, and after school clubs. The products and tools are disseminated and revised based on feedback.
- **Resources.** This element defines the collaborative role of the CDE, LEAs, and community stakeholders to identify available resources and innovative programs for targeted audiences aligned to CA NGSS, such as those related to

science, technology, engineering, and mathematics (STEM), and environment-based education. The element also identifies and disseminates promising and innovative practices to various audiences.

Strategy 4 California Department of Education Implementation Plan for the CA NGSS

Collaborate with parents, guardians, and the early childhood and expanded learning communities to integrate the CA NGSS into programs and activities beyond the K–12 setting.

ELEMENT	AWARENESS	TRANSITION	IMPLEMENTATION
COMMUNICATION	<p>The CDE, in collaboration with LEAs and community stakeholders, seeks resources to develop a multi-media, multi-lingual public information outreach initiative about the CA NGSS differentiated for:</p> <ul style="list-style-type: none"> ○ Parents and guardians ○ Early childhood communities ○ Expanded learning communities ○ Other settings outside of the K–12 community. 		<p>The CDE, in collaboration with LEAs and community stakeholders disseminates multi-media, multi-lingual public information about the CA NGSS differentiated for specific target audiences, including:</p> <ul style="list-style-type: none"> ○ Parents and guardians ○ Early childhood communities ○ Expanded learning communities ○ Other settings outside of the K–12 community.

ELEMENT	AWARENESS	TRANSITION	IMPLEMENTATION
PRODUCTS AND TOOLS	<p>The CDE works with LEAs and community stakeholders beyond the K–12 setting to determine product and tool needs to support awareness of CA NGSS for:</p> <ul style="list-style-type: none"> ○ Parents and guardians ○ Early childhood communities ○ Expanded learning communities ○ Other settings outside of the K-12 community. 	<p>The CDE works with LEAs and community stakeholders beyond the K-12 setting to identify, develop, and disseminate products and tools to support transition to and implementation of CA NGSS for:</p> <ul style="list-style-type: none"> ○ Parents and guardians ○ Early childhood communities ○ Expanded learning communities ○ Other settings outside of the K–12 community. 	
RESOURCES	<p>The CDE researches resource opportunities to support innovative CA NGSS programs for:</p> <ul style="list-style-type: none"> ○ Parents and guardians ○ Early childhood communities ○ Expanded learning communities ○ Other settings outside of the K–12 community. 	<p>The CDE distributes information about resource opportunities to support innovative CA NGSS programs for:</p> <ul style="list-style-type: none"> ○ Parents and guardians ○ Early childhood communities ○ Expanded learning communities ○ Other settings outside of the K–12 community. 	

Strategy 4

Suggestions and Opportunities for LEAs

- In collaboration with CDE and community stakeholders, seek resources to develop and disseminate a multi-media, multi-lingual public information outreach initiative about the CA NGSS differentiated for: parents and guardians, early childhood communities, expanded learning communities, and other settings outside of the K–12 community.
- In collaboration with CDE and community stakeholders beyond the K–12 setting, identify, develop, and disseminate products and tools to support transition to CA NGSS for: parents and guardians, early childhood communities, expanded learning communities, and other settings outside of the K–12 community.
- Identifies possible resource opportunities for education programs beyond the K–12 setting, and partner with community stakeholders to apply for resources and possible grant opportunities offered through philanthropic and non-profit organizations.

Strategy 4

Suggestions and Opportunities for Community Stakeholders and Support Providers

- In collaboration with CDE and LEAs, seek resources to develop and disseminate a multi-media, multi-lingual public information outreach initiative about the CA NGSS differentiated for: parents and guardians, early childhood communities, expanded learning communities, and other settings outside of the K–12 community.
- In collaboration with CDE and LEAs, identify, develop, and disseminate products and tools to support transition to CA NGSS for: parents and guardians, early childhood communities, expanded learning communities, and other settings outside of the K–12 community.
- Consider identifying, developing, and/or providing statewide and regional training opportunities, including but not limited to conferences, webinars, online tutorials, and workshops aligned to CA NGSS and differentiated for: parents and guardians, early childhood communities, expanded learning communities, and other settings outside of the K–12 community.
- Identify possible resource opportunities for education programs beyond the K–12 setting, and partner with LEAs to apply for resources and possible grant opportunities.

Introduction for Strategy 5: Postsecondary and Business Communities

Collaborate with the postsecondary and business communities and additional stakeholders to ensure that all students are prepared for success in career and college.

Strategy 5 addresses the collaboration with the postsecondary and business communities and additional stakeholders to ensure that all students are prepared for success in career and college through effective science instruction. Enactment of this strategy requires a collaborative partnership between the CDE, LEAs, and community partners, including but not limited to: business and industry, institutes of higher education, teacher preparation programs, parent groups, professional learning providers, professional associations, and nonprofit organizations.

This strategy is designed to establish networks of interested partners to ensure student preparation for career and college options and to communicate with stakeholders how the CA NGSS relates to student success. The strategy also addresses the intersections of the CA NGSS with the 2013 Career Technical Education Model Curriculum Standards (CTE Standards); and makes connections to cultural nuances that help bridge science education programs with business and industry needs.

Strategy 5 includes the following elements:

- **Identify Existing and Establish New Networks.** This element includes the establishment of networks at the state, local, and regional levels. Throughout the implementation phases, this element also builds and expands on existing networks; enabling the linkage between the CA NGSS and career and college readiness.
- **College and Career Pathways.** This element addresses the relationship between the CA NGSS and the CTE Standards and how this synergistic relationship can be used to address 21st century skills and career and college goals at the local level. The topic also addresses the use of identified resources (people and programs) to facilitate college and career exploration and preparation for science, engineering, and technology fields for all students, including English language learners and students with special needs.

Strategy 5

California Department of Education Implementation Plan for the CA NGSS

Collaborate with the postsecondary and business communities and additional stakeholders to ensure that all students are prepared for success in career and college.

ELEMENT	AWARENESS	TRANSITION	IMPLEMENTATION
IDENTIFY EXISTING AND ESTABLISH NEW NETWORKS	<p>The CDE identifies institutes of higher education and other community stakeholders interested in ensuring that all students, including English learners and students with special needs, are prepared for career and college.</p>	<p>The CDE participates in local, statewide, multi-state, and national discussions to convey the importance of high quality science education as part of ensuring that all students are prepared for career and college.</p>	<p>The CDE collaborates with relevant community stakeholders to support and promote high quality science education as an integral part of college and career preparation.</p>
COLLEGE AND CAREER PATHWAYS	<p>Contingent on available funds, the CDE develops a document that identifies the relationship of the CA NGSS with the CTE Standards to 21st century skills and college and career goals.</p> <p>The CDE identifies resources to facilitate college and career exploration and preparation in science, engineering, and technology fields.</p>	<p>Contingent on available funds, the CDE disseminates the document, and provides briefings and professional learning opportunities, to describe the relationship of the CA NGSS and the CTE Standards to 21st century skills and college and career goals.</p> <p>The CDE posts, on the CA NGSS Digital Center, information regarding resources for college and career exploration and preparation in science, engineering, and technology fields.</p>	<p>The CDE works with teacher preparation programs to ensure that academic and CTE teacher candidates across the state have information and strategies necessary to include the CA NGSS in their programs of study.</p> <p>Contingent on available funding, the CDE provides training in the access and use of resources on CA NGSS Digital Center to facilitate college and career exploration and preparation in science, engineering, and technology fields.</p>

Strategy 5

Suggestions and Opportunities for LEAS

- Develop partnerships with Institutes of Higher Education and other community partners to ensure that every student has a comprehensive science education in preparation for college and careers in the 21st century.
- Collaborate with community partners to provide information, resources, and professional learning opportunities to facilitate familiarity with and infusion of CA NGSS in their programs.
- Understand the intersections of the CA NGSS with the CTE Standards in relation to 21st century skills and college and career goals.
- Work with community partners to develop articulated pathways, and research other possible infrastructures so that all students will have the opportunity to pursue college and careers in science, technology, and engineering fields.

Strategy 5

Suggestions and Opportunities for Community Stakeholders and Support Provider

- Participate in discussions to ensure all students are prepared for college and career in the 21st century.
- Provide opportunities for teachers and students to participate in the workplace to enhance their 21st century job skills relating to science, technology, and engineering.
- Understand the intersection of CA NGSS and the needs of a modern workforce.
- Provide training to LEAs relating to college and career exploration in science, technology, and engineering.

Introduction for Strategy 6: Resources

Seek, create, and disseminate resources to support stakeholders as the CA NGSS implementation moves forward.

Strategy 6 addresses ways to seek, create, and disseminate resources to support stakeholders throughout and beyond the implementation phase of the CA NGSS. Enactment of this strategy requires a collaborative partnership between and among the CDE, LEAs, and community partners.

This strategy describes a multi-tiered approach to ensure purposeful identification, development, and dissemination of resources to implement the CA NGSS. The term “resources” is used to describe time, people, funding, physical materials including facilities to provide science and engineering teaching and learning experiences, intellectual materials, and community resources.

Strategy 6 includes the following element:

- **Seek, Create, and Disseminate Resources.** This element provides a set of activities for the CDE, LEAs, and community stakeholders. During the awareness phase, the CDE identifies, develops, and disseminates resources aligned to the CA NGSS to meet the needs of California’s diverse constituency. During the transition phase, resources are modified, obtained, and created to address stakeholder needs. The focus in the implementation phase is to ensure sustainability of instructional strategies and build capacity at the classroom level throughout all phases of implementation.

This element also describes a mechanism for resource dissemination through the creation and maintenance of the CA NGSS Digital Center referenced in other strategies of this *Plan*. Key features of the CA NGSS Digital Center include:

- A secure interactive platform
- Options for uploading and downloading resources
- User reviews
- Accessible by all stakeholders

Strategy 6
California Department of Education Implementation Plan for the CA NGSS

Seek, create, and disseminate resources to support stakeholders as the CA NGSS implementation moves forward.

ELELEMENT	AWARENESS	TRANSITION	IMPLEMENTATION
SEEK, CREATE, AND DISSEMINATE RESOURCES	<p>The CDE, in partnership with various stakeholders, identifies public and private resources to support CA NGSS implementation.</p> <p>The CDE, in collaboration with stakeholders, identifies CA NGSS implementation gaps and needs.</p>	<p>Contingent on available funding, CDE in partnership with LEAs and community stakeholders establishes and develops protocols for the Digital Center, a secure online mechanism to gather, review, and share CA NGSS resources.</p> <p>The CDE and stakeholders research appropriate public and private resources and strategies to meet those needs.</p>	<p>Contingent on available funding, the CDE disseminates information through the Digital Center regarding CA NGSS implementation resources (public and private) that meet the diverse needs of California students and schools.</p> <p>The CDE accesses available public and private resources and seeks funding to develop new resources, to meet identified CA NGSS implementation gaps and needs.</p>

Strategy 6

Suggestions and Opportunities for LEAs

- Evaluate local resource needs for CA NGSS implementation.
- Identify public and private resources to support the implementation of CA NGSS.
- Provide appropriate resources at the local level for CA NGSS implementation.
- Create resources to enhance public awareness regarding CA NGSS.
- Post public awareness materials to NGSS web sites and CA NGSS Digital Center.
- Develop local incentive program to recognize teachers who create exemplar materials related to CA NGSS.
- Work with the CDE to establish protocols for CA NGSS Digital Center resources.

Strategy 6

Suggestions and Opportunities for Community Stakeholders and Support Providers

- Work with LEAs to develop materials related to CA NGSS.
- Identify and allocate public and private resources to support LEAs in the implementation of CA NGSS.
- Build interagency awareness regarding CA NGSS resources and resource needs.
- Seek feedback from LEAs regarding resources, and modify as needed.
- Work with the CDE to establish protocols for CA NGSS Digital Center resources.

Introduction for Strategy 7: Communication

Design and establish systems of effective communication regarding CA NGSS among stakeholders to continuously identify areas of need and disseminate information.

Strategy 7 addresses the design and establishment of effective communication systems among stakeholders to continuously disseminate information to meet the needs of various stakeholders throughout the CA NGSS implementation. Based on lessons learned while implementing the CA CCSS, this element is most important since providing the public with an understanding of CA NGSS will assist in gaining public support. Enactment of this strategy requires a collaborative partnership between and among the CDE, LEAs, partners, and community stakeholders.

This strategy addresses two overarching communication needs. First is the need for a multi-media communication system and associated tools. This system would include a CA NGSS Digital Center that supports Strategies 1–6, and provides a two-way communication system among stakeholder groups that is contingent on available funds. The second need is for a public outreach, awareness, and education campaign for all stakeholders that informs and promotes the benefits of the CA NGSS.

Strategy 7 includes the following elements:

- **Communication Tools.** This element identifies necessary communication tools and systems to effectively implement Strategies 1–6. It also addresses the need for public awareness tools such as multi-media (e.g. web-based as well as face to face, social-media, printed materials, videos, webinar, and TV) be included for all stakeholders. This section addresses the development of a CA NGSS Digital Center on which resources for teaching, learning, and stakeholder understanding of the CA NGSS may be posted. This CA NGSS Digital Center would be housed on the “My Digital Chalkboard” Web site at <https://www.mydigitalchalkboard.org/>, sponsored by the State of California with the support from the Californians Dedicated to Education Foundation. This portal is intended to be a secure interactive central repository with options for uploading and downloading resources, use of search engines, user reviews, and access by all stakeholders. Additional features may include: community spaces, options for resources organized by region, and posting of public awareness materials. Development of this CA NGSS Digital Center is contingent upon availability of sufficient funding.

- **Communication Outreach.** This element addresses the development of a public awareness campaign to inform stakeholders of developments and resources in the implementation of the CA NGSS, encourage use of the CA NGSS Digital Center, and use of the communication system for successful implementation and support of CA NGSS.

Strategy 7

California Department of Education Implementation Plan for the CA NGSS

Design and establish systems of effective communication regarding CA NGSS among stakeholders to continuously identify areas of need and to disseminate information.

ELEMENT	AWARENESS	TRANSITION	IMPLEMENTATION
COMMUNICATION TOOLS	The CDE, in collaboration with stakeholders and web developers, researches options for creating a Web site for CA NGSS resources and communications, entitled the CA NGSS Digital Center.	The CDE works with stakeholders and web developers to create the CA NGSS Digital Center to be located on the “My Digital Chalkboard” Web site, sponsored by the CDE.	The CDE posts resources, communications, and public awareness materials on the CA NGSS Digital Center and continually updates the materials on this Web site.
	Working with Achieve and other states who have adopted NGSS the CDE, in collaboration with stakeholders, identifies necessary communication tools such as face-to-face, social media, printed materials, videos, and webinars in support of research-based CA NGSS implementation strategies.	Contingent on available funding, the CDE, in collaboration with stakeholders, develops materials and tools for communication, disseminates them through appropriate multi-media and face to face venues, and collects feedback on their effectiveness and usefulness.	The CDE continually adapts and refines communication materials, tools, and systems based on research, identified needs, and feedback from stakeholders.
COMMUNICATION OUTREACH	Contingent on funding, and working with Achieve, who is leading the multi-state efforts and other states who have adopted NGSS, the CDE designs a multi-	Contingent on available funding, the CDE, in collaboration with all stakeholders, facilitates implementation, evaluation, and continuous improvement of the outreach campaign.	

ELEMENT	AWARENESS	TRANSITION	IMPLEMENTATION
	media outreach campaign to inform all stakeholders about CA NGSS, engages them in the process of implementation, and advises them of available resources.		

Strategy 7
Suggestions and Opportunities for LEAs

- Identify resources that have been effective in the implementation of CA NGSS and submit these to CDE for consideration for posting on the CA NGSS Digital Center.
- Encourage use of the CA NGSS Digital Center by teachers, administrators, parents, business and community partners, and other stakeholders.
- Develop and implement a local awareness campaign about the CA NGSS and encourage dialogue, understanding, and support of CA NGSS.
- Include use of CA NGSS Digital Center tools and communications system in local CA NGSS implementation plans.

Strategy 7
Suggestions and Opportunities for Community Stakeholders and Support Providers

- Identify resources that would assist in communication about, and implementation of, CA NGSS and submit these to CDE for consideration for posting on the CA NGSS Digital Center.
- Encourage use of the CA NGSS Digital Center by community stakeholders.
- Develop and implement a local awareness campaign about the CA NGSS and encourage dialogue, understanding, and support of CA NGSS.

Introduction for Strategy 8: Coalition Building

Build coalitions to ensure a consistent message and to sustain momentum during CA NGSS implementation.

Strategy 8 addresses the design and implementation of coalitions of people who have joined together for the common purpose of supporting the quality implementation of the CA NGSS. The enactment of this strategy requires a collaborative partnership between the CDE, LEAs, expanded learning professionals, and local community stakeholders including but not limited to: business and industry, county offices of education, professional learning providers, institutes of higher education, professional organizations, science centers and museums, science informal education providers, public media providers, and other partners.

This strategy represents statewide and community advocacy including parents, business, and other interested community members as well as educators. The purpose of coalition building is to provide momentum and develop consistent messages and information that is responsive to the needs at all levels: state, regional, and local. The messages are tailored to a variety of audiences to build understanding, foster interest, and lay the foundation for broad support of the quality implementation of the CA NGSS.

Strategy 8 includes the following elements:

- **Coalition Building and Coalition Purpose:** This element addresses the identification and establishment of coalitions and their members over the course of the CA NGSS implementation and beyond. The coalitions are viewed as changing and expanding entities with multiple and diverse members who have vested interests in the effective implementation of the CA NGSS. This element addresses coalitions at the state and local levels and describes how community stakeholders can inform and support each.
- **Dissemination of Consistent Messaging:** This element addresses the need for consistent messaging across the state tailored to targeted audiences. The messages will need to be responsive to the changing needs throughout the implementation phases of the CA NGSS and will be relevant to the state, regional, and local contexts. Further, the messages will be data driven and support components of the system (e.g., professional learning, instructional materials, assessments, resources, and funding) that are necessary for quality implementation. Dissemination of the coalitions' advocacy messages will ensure universal and high quality implementation of the CA NGSS by all stakeholders and the messages will be modified and refined as needed and appropriate by the coalition.

Strategy 8
California Department of Education Implementation Plan for the CA NGSS

Build coalitions to ensure a consistent message and to sustain momentum during CA NGSS implementation.

ELEMENT	AWARENESS	TRANSITION	IMPLEMENTATION
COALITION BUILDING AND PURPOSE	Contingent on available funding, the CDE, along with multiple interested stakeholders, identifies an inclusive strategy to invite interested entities to join an expanded state coalition to ensure effective implementation of the CA NGSS at the State and local levels.	Contingent on available funding, the CDE along with interested stakeholders, convenes an initial coalition meeting to establish meeting schedules and determine governance of the coalition and further define the role and function of the coalition.	Contingent on available funding, the CDE participates as a partner in the coalition, developing messages regarding professional learning, instructional materials, assessments, resources, and funding. The coalition will also identify model program achievements statewide and help recruit and identify new coalition members as needed.
DISSEMINATION OF CONSISTENT MESSAGING	Contingent on availability of funds, the CDE will work with the coalition members to begin to identify and prioritize CA NGSS implementation issues and needs that need to be addressed at the local and statewide levels.	Contingent on availability of funds, the CDE will work with the coalition to better understand the scope and depth of statewide implementation. The coalition will leverage the expertise and resources of its members and develop consistent messaging for dissemination to multiple audiences regarding the CA NGSS.	Contingent on availability of funds, the CDE, as a partner in the coalition, will continue to develop and refine messaging for multiple audiences regarding the CA NGSS implementation to sustain momentum and ongoing coalition activities and initiatives. The coalition members will also evaluate the effectiveness of its dissemination efforts.

Strategy 8

Suggestions and Opportunities for LEAs

- Establish local coalitions regionally with nearby LEAs, businesses, and philanthropic and non-profit organizations to build capacity and provide support for identified implementation needs and challenges. Local coalitions can provide activities and messaging to assist the local community in better understanding the CA NGSS.
- Local coalitions gather local and state data to craft consistent messages for targeted local audiences that outline the scope and depth of implementation and the needs for sustaining implementation within the community.
- Each local coalition helps develop and disseminate materials for multiple audiences around the CA NGSS implementation, continues to advocate for quality implementation, and leverages the expertise of the coalition to sustain ongoing coalition activities and initiatives.

Strategy 8

Suggestions and Opportunities for Community Stakeholders and Support Providers

- Work with local LEAs to establish local coalitions regionally with businesses and philanthropic and non-profit organizations to build capacity and provide support for identified implementation needs and challenges. Local coalitions can provide activities and messaging to assist the local community in better understanding the CA NGSS.
- Community stakeholders identify possible funding streams for CA NGSS implementation and collaborate with CDE and LEAs to participate in statewide and local coalitions focused on high quality CA NGSS implementation and to identify potential state and local coalition members.

- Community stakeholders collaborate with other coalition members to gather local and state data to craft consistent messages for target audiences that outline the scope and depth of CA NGSS implementation and the needs for sustaining implementation.
- Community stakeholders collaborate with members of the coalition to help develop and disseminate messaging materials for multiple audiences, to advocate for the components required for successful implementation of the CA NGSS, as they leverage the expertise of the coalition to sustain ongoing activities and initiatives.

Appendix A: Next Generation Science Standards Resources

The following is an initial list of resources that may be useful to support teachers, administrators, support providers, and other partners as they begin to implement the Next Generation Science Standards

California Department of Education Resources

- ❖ A Blueprint for Great Schools: <http://www.cde.ca.gov/eo/in/bp/documents/yr11bp0709.pdf>
- ❖ *A Look at Kindergarten Through Grade Six, and Grades Seven and Eight, in California Public Schools:* <http://www.cde.ca.gov/ci/cr/cf/grlevelcurriculum.asp>
- ❖ A Vision for Expanded Learning in California, Strategic Plan 2014–2016: <http://www.cde.ca.gov/ls/ba/cp/documents/asdstrategicplan.pdf>
- ❖ Alignment of the Preschool Learning Foundations: <http://www.cde.ca.gov/sp/cd/re/psalignment.asp>
- ❖ California Discipline Specific Model for Grades 6–8: <http://www.cde.ca.gov/pd/ca/sc/ngssstandards.asp>
- ❖ California Assembly Bill 899 – Webber; English Language Development Standards: http://leginfo.ca.gov/faces/billNavClient.xhtml?bill_id=201320140AB899
- ❖ California Code of Regulations – Title 5: Article 4 School Facilities: <http://www.cde.ca.gov/ls/fa/sf/title5regs.asp>
- ❖ California Career Resource Network: <http://www.californiacareers.info/>
- ❖ California ELD Standards Resources: <http://www.cde.ca.gov/re/cc/eldresources.asp>
- ❖ California Environmental Principles and Concepts: <http://www.californiaeei.org/abouteei/whatastaught/epc/>
- ❖ California Preschool Learning Foundations: <http://www.cde.ca.gov/sp/cd/re/psfoundations.asp>
- ❖ California Science Curriculum Frameworks Web site: <http://www.cde.ca.gov/ci/sc/cf/>
- ❖ California Science Safety Handbook: <http://www.cde.ca.gov/pd/ca/sc/documents/scisafebk2012.pdf>

- ❖ Career Technical Education Model Curriculum (CTE) Standards: <http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp>
- ❖ Common Core State Standards Web site: <http://www.cde.ca.gov/re/cc/>
- ❖ Family Engagement Framework, A Tool for California School Districts (2011):
http://www.wested.org/online_pubs/cpei/family-engagement-framework.pdf
- ❖ Greatness By Design: Supporting Outstanding Teaching to Support a Golden State:
<http://www.cde.ca.gov/eo/in/documents/greatnessfinal.pdf>
- ❖ Innovate - A Blueprint for Science, Technology, Engineering, and Mathematics in California Public Education:
<http://www.cde.ca.gov/pd/ca/sc/documents/innovate.pdf>
- ❖ Next Generation Science Standards (NGSS) Web Site: <http://www.cde.ca.gov/pd/ca/sc/ngssintrod.asp>
- ❖ Professional Development Opportunity Search Form: <http://www.cde.ca.gov/pd/te/ce/prodev07intro.asp>
- ❖ Recommendations for Transitioning California to a Future Assessment System:
<http://www.cde.ca.gov/ta/tg/sa/documents/suptrecreptjan13.pdf>
- ❖ SMARTER Balanced Assessment Consortium Web Page: <http://www.cde.ca.gov/ta/tg/sa/smarterbalanced.asp>
- ❖ Superintendent's Quality Professional Learning Standards: http://cacompcenter.org/wp-content/uploads/2014/05/QPLS-Preview-Copy_052014.pdf

National Resources

- ❖ Climate Literacy: The Essential Principles of Climate Science Web Site: <http://cpo.noaa.gov/OutreachandEducation/ClimateLiteracy.aspx>
- ❖ Common Core State Standards Initiative Web Site: <http://www.corestandards.org/>
- ❖ *Developing Assessments for the Next Generation Science Standards* a report by the National Research Council is available at: http://www.nap.edu/catalog.php?record_id=18409.
- ❖ Next Generation Science Standards (NGSS) Web Site: <http://www.nextgenscience.org/>
- ❖ Ocean Literacy: The Essential Principles and Fundamental Concepts of Ocean Sciences for Learners of All Ages Web Site: <http://oceanliteracy.net/>
- ❖ Ocean Literacy Scope and Sequence for Grades K-12: <http://oceanliteracy.wp2.coexploration.org/>
- ❖ SMARTER Balanced Assessment Consortium Web Site: <http://www.smarterbalanced.org/>
- ❖ Student Achievement Partners: <http://www.achievethecore.org/>

Organizations, Initiatives, and Web-Based Resources:

- ❖ Association of California School Administrators: <http://www.acsa.org/>
- ❖ Achieve, Inc.: <http://achieve.org/>
- ❖ BaySci: A Partnership for Bay Area Science Education Web Site: <http://www.baysci.org>
- ❖ California County Superintendents Educational Services Association: <http://ccsesa.org/>
- ❖ California School Boards Association: <http://www.csba.org/>
- ❖ California Science Teachers Association: <http://www.cascience.org/csta/csta.asp>

- ❖ California Science Project: <http://csmp.ucop.edu/csp>
- ❖ California State PTA: <http://www.capta.org/>
- ❖ California STEM Learning Network: <http://www.cslnet.org/>
- ❖ Change the Equation: <http://changetheequation.org/>
- ❖ Click2Science PD: <http://www.click2sciencepd.org/>
- ❖ K-12 Alliance/WestEd: <http://www.wested.org/project/k-12-alliance/>
- ❖ My Digital Chalkboard: <https://www.mydigitalchalkboard.org/>
- ❖ National Association for the Education of Young Children: <http://www.naeyc.org/>
- ❖ National Science Teachers Association: <http://www.nsta.org/>
- ❖ Performance Assessment Links in Science (PALS), National Science Education Standards: <http://pals.sri.com/>
- ❖ STEM² The Power of Discovery: <http://powerofdiscovery.org/>
- ❖ STEMx Sustainability Compass (rubric): <http://www.stemx.us/>
- ❖ The Coalition for Science Afterschool: <http://afterschoolscience.org/directory/>
- ❖ The Public Broadcasting System, Science and Nature: <http://www.pbs.org/topics/science-nature/>

Articles, Books, and Research

- ❖ Achieve, Inc. (2014). Educators Evaluating Quality Instructional Products (EQulP) Rubric: <http://www.achieve.org/EQulP>
- ❖ Bybee, Roger W. (2013). Translating NGSS for Classroom Instruction: <http://learningcenter.nsta.org/files/PB341Xweb.pdf>
- ❖ Coggshall, Jane G. (2012). Toward the Effective Teaching of New College- and Career-Ready Standards: Making Professional Learning Systemic: <http://www.gtlcenter.org/sites/default/files/docs/TowardEffectiveTeaching.pdf>
- ❖ Council of the Great City Schools (2013). Communicating the Common Core State Standards, A Resource for Superintendents, School Board Members, and Public Relations Executives: <http://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/4/FINAL%20Communicating%20Common%20Core%2011.13.pdf>
- ❖ Hess, Jones, Carlock, and Walkup (2009). Cognitive Rigor: Blending the Strengths of Bloom's Taxonomy and Webb's Depth of Knowledge to Enhance Classroom-level Processes: http://standardsco.com/PDF/Cognitive_Rigor_Paper.pdf
- ❖ *INNOVATE A: Blueprint for Science, Technology, Engineering, and Mathematics in California Public Education*, (2014): <http://www.cde.ca.gov/eo/in/stemtf.asp>
- ❖ Loucks-Horsley, Love, Stiles, Mundry, and Hewson, (2003). *Designing Professional Development for Teachers of Science and Mathematics* Corwin, Thousand Oaks CA.
- ❖ National Research Council (2011). Successful K–12 Stem-Education: <http://www.stemreports.com/2011/nrc-publishes-successful-k-12-stem-education/>
- ❖ National Research Council (2013). *Developing Assessments for the Next Generation Science Standards*. Washington, DC: The National Academies Press.

- ❖ Pratt, Harold (2012). The NSTA Reader's Guide to A Framework for K–12 Science Education: Second Edition: Practices, Crosscutting Concepts, and Core Ideas, NSTA Press.
- ❖ Reiser, Brian (2013). What Professional Development Strategies Are Needed for Successful Implementation for the Next Generation Science standards? <http://www.k12center.org/rsc/pdf/reiser.pdf>

Appendix B: Acronyms

ACSA	Association California School Administrators
CCC	Crosscutting Concepts
CCSS	Common Core State Standards
CDE	California Department of Education
COE	County Office of Education
CSBA	California Board School Association
CSP	California Science Project
CSTA	California Science Teacher Association
CTC	California Commission on Teacher Credentialing
CTE	Career Technical Education
DCI	Disciplinary Core Ideas
ETS	Engineering and Technology Standards
ILP	Individual Learning Plan
LCAP	Local Control Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
NGSS	Next Generation Science Standards
PEM	Program Elements Matrix
PL	Professional Learning
PLC	Professional Learning Community
PLM	Professional Learning Module
RFA	Request For Application
SEP	Science and Engineering Practices
SQPLS	Superintendent's Quality Professional Learning Standards

Appendix C: CA NGSS Initiatives of Stakeholder Organizations

The challenge of integrating the *Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve* (CA NGSS) into all facets of teaching and learning presents an opportunity for California to engage in a collaborative process wherein a community of educational partners can provide educators with the tools and support necessary to ensure successful implementation.

To this end, the California Department of Education invited professional associations and stakeholder organizations to contribute information regarding the CA NGSS related resources and services they can offer to local educational agencies. The information in this Appendix was provided by these partners for inclusion in Next Generation Science Standards Systems Implementation Plan for California specifically to highlight how these organizations can assist local educational agencies in implementing the CCSS.

County Offices of Education Service Offerings – California County Superintendents Educational Services Association (in alphabetical order)

- ❖ Fresno County Office of Education [<http://www.fcoe.org/>]
 - The Fresno County Office of Education supports strong academic programs, career technical education, and the arts as we work to create a culture-rich society where the whole child is important. FCOE will continue to provide support to meet the challenges of the 21st Century and help our students become successful in the new global economy.

County offices of education are the intermediate level of the public education system in California. Serving 34 school districts and more than 190,000 students, Fresno County Office of Education has a legislative mandate to ensure that school districts remain fiscally solvent and in compliance with state and federal laws. Moreover, county offices serve as a safety net for students with special needs, offering direct services for migrant, special education, and court and community schools students.
 - Professional Development for NGSS:
 - Understanding NGSS and the Engineering Practices
 - Creating an NGSS Scope and Sequence
 - Teaching in an NGSS Classroom

- Conceptual Flow Mapping of the Core Ideas of CA-NGSS
- Scientific Notebooks: Engaging Students in Meaningful Thought Processes
- Modeling with CCSS-Math and NGSS
- Professional Learning Science Communities for Rural Schools
- Professional Learning and Academic Coaching: The Recursive Cycle

Contact: Jennifer Weibert, Science Coordinator, Fresno County Office of Education

❖ Los Angeles County Office of Education [<http://www.lacoe.edu/Home.aspx>]

- Under the leadership of Los Angeles County Superintendent of Schools, Arturo Delgado, and the County Board of Education, the Los Angeles County Office of Education (LACOE) supports 80 public school districts and numerous other agencies in ensuring educational excellence for the region's two million preschool and school-age children. LACOE's STEM Unit provides tools, workshops, and consultative services for teachers and administrators in the area of Science, Mathematics and STEM/STEAM Education. The STEM Unit works in collaboration with multiple organizations to provide information and resources that support educators in learning more about the Next Generation Science Standards.
- Science education and Field Study: <http://www.lacoe.edu/CurriculumInstruction/ScienceEdFieldStudy.aspx>
- Curriculum and Instructional Services 2014–2015 Professional Development Offerings: <http://tinyurl.com/cispd1415>
- Implications of Common Core State Standards in the Science Classroom
- STEM In the Elementary Classroom/STEM in the Secondary Classroom
- NGSS Awareness Trainings
- NGSS Content Institutes

- Quarterly Science Leaders Network Meetings
 - Separate Elementary, Middle, and High School meetings.
- Conceptual Flow Mapping and the 5E Learning Cycle
- Lesson Studies
- Science Literacy

Contact: Anthony P. Quan, Consultant II, STEM, Los Angeles County Office of Education, Division of Curriculum and Instruction, phone 562-922-6896

❖ Orange County Department of Education [<http://ocde.us/Pages/default.aspx>]

- Science Professional Learning: <http://www.ocde.us/STEAM/Science/Pages/Science-Professional-Learning.aspx>
- Through various programs, workshops, symposia, and community activities, the Science/STEAM Unit at the Orange County Department of Education strives to improve academic achievement, scientific literacy, classroom instructional practices and leadership strategies for students, teachers and administrators. The Science Unit offers on-going professional learning opportunities for teachers and administrators, focused on the specific needs of the schools in the 28 districts located in Orange County. All workshops can be customized to meet specific needs of your district.
- A nine-session NGSS Awareness Series, these workshops will focus on the National Research Council's A Framework for K-12 science education and the development, intent, design and instructional shifts of the Next Generation Science Standards (NGSS) adopted by California.
- A six-session series, these workshops will focus on unpacking each of the NGSS appendices and making connections to how they can be used to scaffold implementation in your classroom.

- A three-day intensive training, coupled with a classroom coaching model, on a newly developed Instructional Unit Planning Tutorial, *NGSS Instructional Unit Planning Kit*--teachers will use a step-by-step process for unit development using the newly adopted Next Generation Science Standards, and a template for electronically recording each step, using the research-based Wiggins model of backwards mapping design. This workshop will help teachers think and plan differently as they integrate into their instructional unit the three dimensions of NGSS, namely the Science and Engineering Practices, Disciplinary Core Ideas and Crosscutting Concepts.
- A three-session series, these trainings are designed to provide K-12 teachers of science with valuable information, resources, and strategies to integrate the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects in their classrooms. Presenters will provide an overview of the Common Core State Standards; discuss connections between Common Core, Habits of Mind and inquiry-based science instruction; learn how to help students read and comprehend informational text and how to write effectively to communicate deeper understanding of science content.
- A four-session series, these trainings are designed to introduce you to the engineering design process and why it is such an essential dimension of Next Generation Science Standards. Additionally, as a participant, successful completion of this series will qualify you as a district trainer for the curriculum, *Engineering Is Elementary*.
- A two-session series, join presenters as we explore Science Fairs and Science Olympiad as two opportunities to support STEM learning. Science Fairs are an excellent way to introduce your students to STEM, incorporate Common Core standards, and jump-start an interdisciplinary Project Based Learning unit. Science Olympiad is a perfect STEM and integrated curriculum entry point. It is a fun and engaging way of getting STEM started at your school.

Contact: Dean Gilbert, Science/STEAM Coordinator, Orange County Office of Education, Office of Academic Content, Science/STEAM Unit, phone 714-966-4291, dgilbert@ocde.us

- ❖ Riverside County Office of Education [<http://www.rcoe.us/>]
 - The Riverside County Office of Education (RCOE) provides specific educational, financial, legislative, and leadership services and support to all K-12 school districts in Riverside County.
 - Instructional Services (IS) facilitates and supports a proven systems change, continuous improvement model, designed to assist schools/districts aspiring to improve academic achievement for ALL students.
 - The Riverside County Office of Education's STEM Center is dedicated to helping our county's school administrators and teachers implement engaging STEM curriculum in the classroom.
<http://www.rcoe.us/educational-services/instructional-services/rcoe-stem-center/>
 - NGSS Awareness Series:
 - Administrator Strand
 - NGSS 101
 - NGSS 102
 - Performance Expectations
 - Implementation Tool
 - Connecting NGSS and CCSS
 - Middle School Progression
 - Model Lesson Exploration
 - District Science Leadership Network meetings

- STEM Leadership Networking meetings
- Environmental Education Initiative Trainings
- Science Fair Expo: A Focus on Research
- NGSS Transition Series
- NGSS Implementation Series
- Notebooking: A Powerful Pedagogical Tool

Contact: Yamileth Shimojyo, Coordinator, Instructional Services, Division of Educational Services, Riverside County Office of Education, phone 951-600-5658

- ❖ San Bernardino County Superintendent of Schools [<http://www.sbcss.k12.ca.us/>]
 - NGSS Awareness Series - Building Understanding of NGSS and the Changes in Science Education
 - NGSS 101 and 102 - Getting to know NGSS, its Architecture and Dimensions
 - Exploring and Planning for Middle School Science
 - Exploring and Planning for Elementary Science
 - Performance Expectations and the Impact on Assessment
 - Exploring and Building Model Lessons
 - Dividing Deeper into the Science and Engineering Practices

- CCSS and NGSS Series
 - Literacy in Science
 - Building Connections Between CCSS and NGSS – Mathematics
 - Science Fair Projects - A Collision of CCSS and NGSS
- Awareness to Transition Workshops: Planning for NGSS Implementation
- Environmental Education
 - Building Student Connections to NGSS through Environmental Education
 - EEI Curriculum Unit Training
 - Implementing EEI Curriculum in Career Pathways
- Building Administrative Support for NGSS Implementation
 - A Conversation on NGSS Awareness for Administrators
 - A Conversation on NGSS Transition for Administrator
 - District Science Leadership Network - Building Connections for Science Leaders

Contact: Linda- Bratz-Brown, Coordinator, Science and Environmental Education, San Bernardino County Superintendent of Schools, 601 North E Street, San Bernardino, CA 92415, phone 909-386-2616

- ❖ San Diego County Office of Education [<http://www.sdcoe.net/Pages/Home.aspx>]
 - Science Professional Development: <http://www.sdcoe.net/lls/ccr/Pages/sciencepd.aspx>
 - Science Leadership and Professional Development Network

- NGSS Grade Level Academies
- NGSS Tools and Processes
- Elementary Science Academy

Contact: John Spiegel, Science Coordinator, Curriculum and Instruction Unit, San Diego County Office of Education, john.spiegel@sdcoe.net, phone 858-292-3854

- ❖ San Joaquin County Office of Education [<http://www.sjcoescience.org/>]
 - Professional Development for NGSS Awareness focusing on the CA-NGSS Science and Engineering Practices
 - Conceptual Flow Mapping of the Core Ideas of CA-NGSS
 - Modeling in Math and Science using Simulation and Computer Programming at 9-12 Grade
 - Modeling at Primary Grades using Stop Motion Animation
 - Shifting Practices: How lesson approach can determine
 - Awareness to Transition Workshops: Planning for NGSS Cur
 - Selecting a Middle School Model, Integrated vs. Discipline Specific
 - Great Explorations in Math and Science (GEMS) Kit Training
 - Starlab Training
 - Flipping Instruction
 - Scientific Notebooks: How different approaches can lead to new outcomes
 - Modeling with CCSS-Math and NGSS

Contact: Kirk Brown, Director, Science and STEM Integration/Innovation, San Joaquin County Office of Education, Educational Services, 2707 Transworld Drive, Stockton, CA 95206, phone 209-468-4880

- ❖ San Luis Obispo County Office of Education [<http://www.slocoe.org/>]
 - Professional Development for NGSS Awareness focusing on the CA-NGSS Science and Engineering Practices
 - Conceptual Flow Mapping of the Core Ideas of CA-NGSS
 - Engineering is Elementary provider for K-8 grades

Contact: Patricia Garrett, Director, Curriculum, Instruction, and Technology, San Luis Obsipo County Office of Education, 3350 Education Drive, San Luis Obispo, CA 93405, phone 805-782-7271

- ❖ Sonoma County Office of Education [<http://www.scoe.org/>]
 - SCOE partners with the 40 districts and 182 schools in the county to provide support and services to all students. The Educational Support Services Department is committed to providing quality support and training for teachers, schools, and districts as they seek to serve all students and engage in authentic 21st Century instruction.
 - Current Resources
 - Professional development for NGSS awareness and site and district collaboration
 - Science webpage- information about local and statewide professional learning, summaries of NGSS information, blog about NGSS issues (www.scoe.org/science)
 - Teacher leaders in science education who can train others and model best practices
 - Teacher developed blog of NGSS lessons and classroom and teaching practices
 - Teacher-driven K-8 professional development in science

- Future Resources
 - STEM and NGSS Science Fair Model
 - NGSS and Make: Creative Integration
 - Fostering Science Literacy- Reading, Writing, and Evaluating
 - Science and Engineering Practices Overview and Integration
 - Teacher-driven transition to NGSS for 9-12
 - Facilitated course model forums, 6-12
 - Integrating Science Literacy with CCSS ELA- Text Bundling and Inter-textual Connections
 - Arguments from Evidence: The Convergence of CCSS Math and ELA and NGSS
 - Integrated Performance Tasks Based on Driving Questions
 - Integrating Math and Science in Project Based Learning

Contact: Anna Van Dordrecht, SCOE Science Teacher-on-Loan, Sonoma County Office of Education

- ❖ Stanislaus County Office of Education [<http://stancoe.org/>]
 - The Stanislaus County Office of Education, through effective leadership, coordinated services, staff development, and partnerships among family, school and community, will support public education in preparing diverse students to become productive citizens and life-long learners.
 - Support for Science Education: <http://www.stancoe.org/scoe/iss/science/>
 - Professional Development for NGSS Awareness focusing on the CA-NGSS Science and Engineering Practices
 - Conceptual Flow Mapping of the Core Ideas of CA-NGSS

- STEAM Workshops to Integrate
- NGSS Awareness to Transition Workshops
- Grade Alike Workshops Link Science Educators
- Selecting a Middle School Model, Integrated vs. Discipline Specific
- EiE Trainings – Engineering is Elementary
- Project WET Training – Using Project WET to meet the needs of the Common Core and Next Generation Science Standards
- StarLab Training - <http://www.stancoe.org/scoe/iss/science/star-lab/index.html>
- Flipping Instruction in Science
- Google Applications for Education
- Scientific Notebooks/Interactive Notebook Workshops
- Modeling with CCSS-Math and CA-NGSS
- Grant Writing and Support
- Partnerships and Resources – <http://www.stancoe.org/scoe/iss/science/links-resources/index.html>

Contact: Sean Timmons, STEM Consultant, Instructional Support Services, Stanislaus County Office of Education, phone 209-238-1336

- ❖ Tehama County Department of Education [<http://www.tehamaschools.org/>]
 - NGSS Task Force Meetings (Grades 6–12) - modeling of NGSS lessons and support in lesson development
 - Professional Development for NGSS Awareness focusing on the CA-NGSS Science and Engineering Practices
 - Selecting a Middle School Model, Integrated vs. Discipline Specific
 - Great Explorations in Math and Science (GEMS) Kits with personalized training as needed
 - Technology enhanced science and engineering lessons
 - Model lessons connecting CCSS-Math, CCSS-ELA and NGSS
 - Model lessons that incorporate the NGSS Science and Engineering practices
 - Summer STEM Camp for students

Contact: Lorna Manuel, Director, Education Support Services, Tehama County Department of Education, 1135 Lincoln Street, Red Bluff, CA 96080, phone 530-528-7344

- ❖ Tulare County Office of Education [<http://www.tcoe.org/>]
 - Educational Resource Services is your "one-stop shop" for all instructional and creative needs. ERS offers programs and services to help teachers teach and students achieve.
 - Common Core: <http://commoncore.tcoe.org/>
 - STEM Professional Development Opportunities: <http://commoncore.tcoe.org/stem/stem-pd>
 - Our workshops will evolve and are developed based on the needs of teachers and students.
 - Making Sense of It All: NGSS (Grades K–5, 6–8, 9–12)
 - Engineering is Elementary (EiE)

- From Common Core and the NGSS to Classroom Instruction
- Great Explorations in Math and Science (GEMS) Kit Training
- Trouts in the Classroom
- High Quality Questions Lead to High Quality Discussions
- Interactive Science Notebooks
- Project Wet

Contact: Jared Marr, Staff Development and Curriculum Specialist, STEM and CCR, Tulare Office of Education, 7000 Doe Avenue, Suite A, Visalia, CA 93291, phone 559-651-3047

Professional Associations and Stakeholder Organizations (in alphabetical order)

- ❖ Alliance for Climate Education (ACE) [<http://www.acespace.org/>]
 - Alliance for Climate Education (ACE) is the national leader in high school climate science education. We are an award-winning national nonprofit dedicated to educating America's high school students about the science behind climate change and inspiring them to do something about it -- while having fun along the way. ACE offers two core programs: the ACE Assembly and the Student Action Program. The ACE Assembly teaches climate science that puts teenagers at the center of the story. Our live in-school assemblies combine airtight science with pop-culture entertainment. The Student Action Program gives every student a chance to take action. For some, it's a small lifestyle change. For others, it's hands-on preparation for a lifetime of leadership.
 - The ACE Assembly addresses many of the middle and high school NGSS Disciplinary Core Ideas (DCIs) contained within the Performance Expectations. (See a list of DCIs addressed: <http://www.acespace.org/teachers/science-standards>) ACE operates in the Los Angeles, Bay Area and Sacramento regions. Book an ACE Assembly at your school. (Link: <http://www.acespace.org/teachers/book>)

- Online Climate and Energy Lesson Plans (<http://www.acespace.org/teachers/curricula>) offers the best high school resources for climate science and energy education. This list includes the ACE Ocean Acidification Animation, ACE Science Reports and links to resources from our partners at CLEAN (Climate Literacy and Energy Awareness Network) and NEED (National Energy Education Development Project).

Contact: Rebecca Anderson, Director of Science and Education, ACE: Alliance for Climate Education, phone 530-214-9078

❖ Aquarium of the Pacific [<http://www.aquariumofpacific.org/>]

- The nonprofit Aquarium of the Pacific is a community gathering place where diverse cultures and the arts are celebrated and where important topics facing our planet are explored by scientists, policymakers, and stakeholders in search of sustainable solutions. The Aquarium is dedicated to conserving and building nature and nature's services by building the interactions between and among peoples. Home to more than 11,000 animals, Aquarium exhibits include the June Keyes Penguin Habitat, Ocean Science Center, Molina Animal Care Center, and the interactive Shark Lagoon and Lorikeet Forest exhibits. Beyond its animal exhibits, the Aquarium offers educational programs for people of all ages, from hands-on activities to lectures by leading scientists. Each year, the Aquarium serves about 160,000 students, teachers, and community members with educational programming.
- Aquarium Webcam Resource Kits and Webcams – These inquiry-based kits encourage students to make observations using the Aquarium's live streaming animal webcams, and were designed specifically to assist teachers in NGSS implementation.
Lesson plans: http://www.aquariumofpacific.org/teachers/resources/lesson_plans
Webcams - <http://www.aquariumofpacific.org/exhibits/webcams/>
- Southern California Whale Research Project App: Connecting People, Science, and Whales – This data focused application allows students to manipulate and track historical data on whale sightings off the coast of Southern California.
<http://whaleproject.aquariumofpacific.org/>
- Story Mapping and GIS (Geographic Information Systems) – Story maps have been created to help students explore data and study the natural world around them through spatial visualization. The Aquarium also provides students/teachers tutorials and samples that guide them on building individualized story maps.
<http://aop.maps.arcgis.com/home/>

- Interactive Video Conferencing programs – These standards based educator-led programs are taught live to classrooms nationally and internationally through videoconferencing technology.
<http://www.aquariumofpacific.org/education/yourfieldtrip/outreach/videoconf>
 - Onsite educational programs – The Aquarium offers over 40 inquiry and standards based educational programs for preschool to college age students focused on marine science and climate change issues.
<http://www.aquariumofpacific.org/education/yourfieldtrip/schoolprograms>
 - Guest lectures - The Aquarium’s guest scientist lecture series provide teachers the opportunity to connect with scientists to learn about current science. Lectures are broadcasted live to the web.
http://www.aquariumofpacific.org/events/category/live_web_stream
 - Teacher workshops – The Education department offers a variety of teacher workshops through the year including workshops specifically focused on data-driven classroom programming, robotic exploration of our oceans and planet, and NGSS implementation. In addition, the Education department leads a grant-funded week long intensive introduction to the Aquarium, Southern California’s diverse ecosystems, and current research being conducted by local scientist.
<http://www.aquariumofpacific.org/teachers>
- ❖ Birch Aquarium at Scripps Institution of Oceanography, University of California San Diego
<http://aquarium.ucsd.edu/>
- Birch Aquarium is the non-profit public outreach center for Scripps Institution of Oceanography at the University of California San Diego in La Jolla, CA. With a mission to provide ocean science education, make Scripps Oceanography cutting-edge research accessible to the public, and promote ocean conservation, Birch Aquarium presents exhibits and programs that foster critical thinking, provide insights into and opportunities to experience the process and practice of science, and highlight the relevance of science to people’s daily lives. School programs for grades pre-K–12 explore the science of our oceans and earth and are offered in the Aquarium’s classrooms, on the beach, and at area schools. Financial assistance is available for Title 1/underserved schools. Educators can visit the Aquarium for free in advance of their program.

- NGSS-aligned programs include Discovery Labs at the Aquarium, Beach Science field classes, and Aquarium Express outreach to schools
- Inquiry-based guide available online to support self-guided visits
- Fall Educator Open House to acquaint educators with full range of STEM education programs and resources available
- Exploring OceanSTEM Careers Event for middle and high school students and their parents
- Teacher professional development focused on implementation of NGSS
- Graduate student involvement in select programs provide diverse role models for students
- Array of STEM-based family programs

Contact: Charina Cain, Education Manager, Birch Aquarium at Scripps, phone 858-822-5331

❖ California Academy of Sciences [<http://www.calacademy.org/>]

- Founded in 1853, the Academy's mission is to explore, explain, and sustain life. To support this mission, the Academy conducts local and global scientific research in the world's biodiversity hotspots to document life and promote conservation policies and practices; operates a public facility that houses an aquarium, rainforest, planetarium, and natural history museum and that incorporates environmentally pioneering green design; and provides educational programs for participants of all ages, within and outside our walls, designed to promote scientific literacy and environmental sustainability. We strive to make science and sustainability education exciting, engaging, and relevant to people of broad backgrounds and ages. From July 2013 to June 2014, school field trips brought almost 140,000 excited students, teachers and chaperones to the Academy; over 1,000 teachers participated in our professional development programs; hundreds of thousands of educators, students and interested members of the general public used our online

educational resources; and hundreds of teens benefitted from our immersive science experiences offered outside of the formal classroom.

- NGSS professional development workshops for teachers, schools and districts, including beginner's level to build a basic understanding of the NGSS, and intermediate level to explore each dimension in-depth. Advanced level training and support will be available by 2016. Information about all our PD offerings can be found at <http://www.calacademy.org/educators/professional-development>.
- Revised and new NGSS-aligned lesson plans and other resources will be posted to our Web site as they are developed: <http://www.calacademy.org/educators/teaching-resources>.

Contact: Meg Burke, Director of Teacher and Youth Education, California Academy of Sciences, 55 Music Concourse Drive, Golden Gate Park, San Francisco, CA 94118, phone 415-379-5101

❖ California Science Center [<http://www.californiasciencecenter.org/>]

- The California Science Center is open to the public seven days a week, 362 days per year, with free general admission to its permanent exhibit galleries. The facility spans more than 400,000 sq. feet and includes four major exhibit areas. *World of Life* [<http://www.californiasciencecenter.org/Exhibits/WorldOfLife/WorldOfLife.php>] probes the commonalities of the living world, from the single-celled bacterium to the 100-trillion-celled human being; *Creative World* [<http://www.californiasciencecenter.org/Exhibits/CreativeWorld/CreativeWorld.php>] examines the ways people employ technology to meet their needs for transportation, communication and structures; and *Ecosystems* [<http://www.californiasciencecenter.org/Exhibits/WorldOfEcology/WorldOfEcology.php>] features an unprecedented blend of nearly 400 species of live plants and animals, and hands-on exhibits in 11 immersive environments. *Ecosystems* highlights include an 188,000 gallon kelp tank populated with live kelp, fish, and other marine life; a desert flash flood; and a special gallery dedicated to the urban ecology of Los Angeles. Additionally, *World of Life*, *Creative World*, and *Ecosystems* each have a Discovery Room intended for children 7 years of age and younger.

On October 30, 2012, Space Shuttle Endeavour

<http://www.californiasciencecenter.org/Exhibits/AirAndSpace/endeavour/endeavour.php> opened to the public in the Science Center's newly built Samuel Oschin Pavilion. In the Pavilion, guests are able to see

Endeavour up close and discover some of the science behind this amazing space vehicle. The Samuel Oschin Pavilion also features SPACEHAB, a workshop for astronauts while in space, and a space shuttle main engine (SSME) which helped push the shuttle into orbit. Before entering the Pavilion, guests enjoy an introductory experience, *Endeavour: The California Story*, [\[http://www.californiasciencecenter.org/Exhibits/AirAndSpace/endeavour/endeavour.php\]](http://www.californiasciencecenter.org/Exhibits/AirAndSpace/endeavour/endeavour.php) which celebrates Endeavour's many scientific achievements and its strong connection to California, where all the orbiters were built. The California Story includes the Rocketdyne Operations Support Center (ROSC), which monitored the first 8 and a half minutes of every shuttle launch, Endeavour's space potty and galley, and the tires from STS-134, Endeavour's final mission. In addition to the orbiter, the Science Center's unique collection of *Air and Space Exhibits* [\[http://www.californiasciencecenter.org/Exhibits/AirAndSpace/AirAndSpace.php\]](http://www.californiasciencecenter.org/Exhibits/AirAndSpace/AirAndSpace.php) explores the design of aircraft, spacecraft, and space probes for specific tasks by applying the principles of air, space, and flight.

The Science Center also hosts international touring exhibits and has an educationally focused *IMAX Theater* [\[http://www.californiasciencecenter.org/Imax/Features/Features.php\]](http://www.californiasciencecenter.org/Imax/Features/Features.php) with the capacity to create images of exceptional clarity and impact through the use of the largest film frame in the motion picture industry. The 7-story screen brings to life worlds as small as an atom and as vast as the universe.

- Big Lab Field Trips – Make your field trip a memorable learning experience with a Big Lab program! Available for Grades K–8, all programs are hands-on, complement Next Generation Science Standards, and are facilitated by a Science Center educator. <http://www.californiasciencecenter.org/Education/GroupPrograms/BigLab/BigLab.php>
- Science on Tour - Bring the California Science Center to your school by scheduling a performance of one of our original educational programs, created to complement Next Generation Science Standards. Make sure to check out our newest program –Astro Adventures! <http://www.californiasciencecenter.org/Education/GroupPrograms/ScienceTheater/ScienceTheater.php>
- Activity Stations – Look out for Science Center staff at Activity Stations throughout the exhibit halls demonstrating exciting, fun-filled science activities! Each station highlights a science topic inspired by one of our exhibits and meets Next Generation Science Standards.
- Discovery Rooms – Within the three main exhibit halls of the Science Center you can find uniquely innovative rooms designed to foster and support young children's first science explorations. These learning

environments provide opportunities for interactive, inquiry-based investigations that prepare young visitors for later science experiences.

<http://www.californiasciencecenter.org/Education/FamilyPrograms/DiscoveryRooms/DiscoveryRooms.php>

- Homeschool Days – Join us on select days throughout the school year as homeschool students come together to explore a variety of science concepts! Each day will feature age-appropriate activities held in our educational classrooms and the Big Lab
[\[http://www.californiasciencecenter.org/Education/AboutUs/Annenberg/BigLab/BigLab.php\]](http://www.californiasciencecenter.org/Education/AboutUs/Annenberg/BigLab/BigLab.php). See link for dates, topics, and availability.
<http://www.californiasciencecenter.org/Education/GroupPrograms/HomeSchool/HomeSchool.php>
- The California Science Center is well-positioned to address the need for more effective STEM and Next Generation Science Standards instruction by designing and providing effective hands-on professional development programs and resources. The California Science Center has provided standards-based STEM professional development and curriculum for years to teachers, parents, community youth educators, schools, and school districts.

Administrator, parent, and teacher programs have been presented in a variety of forms: one-day workshops, multi-day, week-long institutes and multi-year contracts with school districts. We host participants from schools throughout Southern California, providing them with materials and strategies to teach STEM using hands-on, inquiry-based pedagogy, aligned with California State Science Content Standards and now Next Generation Science Standards and Common Core.

The professional development and curriculum is rooted in the mission of the California Science Center's K – 5 Charter Science School that the Los Angeles Unified School District has designated as a model school for Common Core State Standards. The school also is a model school for STEM and Next Generation Science Standards instruction. It is a dual-language, neighborhood school where students learn through active participation in an enriched curriculum that utilizes STEM and standards as a foundation to teach all subjects. The school integrates both formal and informal learning, and builds the interconnection between classroom experiences, Science Center exhibits and resources, the students' views of the world, and life-long learning.

<http://www.californiasciencecenter.org/Education/ProfessionalDevelopment/ProfessionalDevelopment.php>

Contact: Gretchen Bazela, Director of Public and Community Programs, California Science Center Foundation, 700 Exposition Park Drive, Los Angeles, CA 90037, phone 213-744-2041

- ❖ California Science Project/ University of California Office of the President [<http://csmp.ucop.edu/csp>]
 - The California Science Project is part of the nine California Subject Matter Projects, a statewide network of discipline-specific projects that provide rigorous professional development to K–12 teachers. The California State Project programs are designed and implemented by K–12 and university educators, scientists and engineers to enhance learning for all students.
 - Technical assistance for the integrated implementation of NGSS and Common Core
 - Leadership development for teachers and administrators
 - Emphasis of long-term focus on teacher professional learning and teacher-driven instructional shifts

Contact: Maria Chiara Simani, Ph.D., Executive Director, California Science Project, Department of Physics and Astronomy, University of California Riverside, 900 University Avenue, Riverside, CA 92521, phone 951-827-3111

- ❖ California Science Teachers Association (CSTA) [<http://www.cascience.org/csta/csta.asp>]
 - California Science Teachers Association (CSTA) is dedicated to promoting high quality science education in California. Comprised of science educators from the PK-university and informal settings, CSTA supports science educators through professional development, accurate and timely information, publications, and advocacy. CSTA works to ensure that the interests of science educators are represented at the state level, demonstrates leadership in the state by organizing and participating in statewide reform initiatives, and promotes leadership opportunities for members who wish to participate at the state level.
 - Current and accurate information related to NGSS in California [<http://www.cascience.org/csta/ngss.asp>].
 - Science Education Conferences to support teachers as they implement NGSS [http://www.cascience.org/csta/conf_home.asp]
 - Monthly California Classroom Science publication with articles featuring NGSS implementation, integration and support [<http://www.classroomscience.org/>]

- Participation in developing and delivering statewide NGSS workshops
- Collaboration with educational leadership, science education and STEM education entities throughout the state

Contact: Laura Henriques, Science Education Department, CSULB, 1250 Bellflower Boulevard., Long Beach, CA 90840, phone 562-985-1408

❖ CalRecycle's Office of Education and the Environment [<http://www.californiaeei.org/>]

- The Office of Education and the Environment (OEE) oversees implementation of the California Education and the Environment Initiative (EEI), with the goal of increasing environmental literacy in K–12 students through environment- and academic standards-based education.
- The EEI is based on 5 Environmental Principles and 14 supporting Concepts (EP&Cs) that focus on the interactions and interdependence of human societies and natural systems. A 2003 law requires that these EP&Cs be incorporated into future California textbook adoptions, which include those relating to NGSS. <http://www.californiaeei.org/abouteei/whatistaught/epc/>
- Forty (40) science-based EEI Curriculum units [<http://www.californiaeei.org/curriculum/>] and associated NGSS correlation documents [<http://www.californiaeei.org/curriculum/correlations/nextgenscience/>] that are free to California educators. The EEI Curriculum is a great tool for transitioning to NGSS and also supports the California Common Core Standards [<http://www.californiaeei.org/curriculum/correlations/commoncore/>].
- Teacher trainings, including in-person and webinars, focused on the EEI Curriculum. [<http://www.californiaeei.org/training/>]

Contact: Bryan Ehlers, Director, CalRecycle, Office of Education and the Environment, 1001 I Street, Sacramento, CA 95812, phone 916-341-6769

❖ Discovery Cube Orange County / Discovery Cube Los Angeles [<http://www.discoverycube.org/>]

- Discovery Cube Orange County, located in Santa Ana, CA and Discovery Cube Los Angeles, located in the Hansen Dam Recreation Center in the San Fernando Valley, CA, are nonprofit science centers with a shared mission to inspire and educate young minds through engaging science-based programs and exhibits

to create a meaningful impact on the communities we serve. Annually, Discovery Cube teaches educators and students from 112 school districts in six southern California counties in grade-specific, STEM-based, onsite and offsite programs. In 2013, the Science Center received the IMLS National Medal of Service, the highest honor awarded to science centers, museums, and libraries in America.

- NGSS-focused professional development programs for teachers
- STEM-based “Do It Yourself” kits of materials for in-school and out-of-school time programs
- Train-the-trainer professional learning programs for afterschool providers
- Interactive, grade-specific field trips (preschool – 12th grade levels) using large-scale, hands-on exhibits, science demonstrations, and written guides
- 4th and 5th grade, interactive exhibits specifically designed for teaching NGSS
- In-school and afterschool STEM-based programs, including workshop-style programs, assemblies, and a portable planetarium
- Community-focused programs for the entire family, including participatory and competitive events, such as an Annual Fall Pumpkin Launch, Winter “Science of Gingerbread” Competition, and Annual Spring Rocket Launch
- Teacher Education Network (TEN) online resource and incentive program
- Summer camps for age-spans, such as 5–6 year old and 7–10 year old camps
- Early Learners and “Futuros Radiantes” programs that include parent only workshops to teach parents of preschoolers (including Spanish-speaking parents) how to help their children excel in science, math and reading

Contact: Janet Yamaguchi, Vice President, Education, Discovery Cube (formerly Discovery Science Center), Santa Ana, CA, phone 714-913-5005

❖ K–12 Alliance/WestEd

- K-12 Alliance: <http://www.k12alliance.org/>
- WestEd: <http://www.wested.org/>

- A full service professional learning organization dedicated to improving science and math education by enhancing teacher content and pedagogical knowledge, building district and school leadership capacity, and creating science-centered schools. Our work is often done in collaboration with other partners

- Customized professional learning for NGSS awareness, transition and implementation stages

- Professional learning experiences for NGSS in the following areas:
 - Curriculum
 - Instruction
 - Assessment
 - School Culture
 - Community Support
 - Leadership
 - Administrator and Teacher Learning

Contact: Kathy DiRanna, K–12 Alliance/WestEd, 4665 Lampson Avenue, Los Alamitos, CA 90720, phone 714-894-1445

❖ PBS LearningMedia California [<http://ca.pbslearningmedia.org/>]

- PBS LearningMedia California provides more than 7,000 science resources for educators looking to teach science through media and new media. Educators can search these growing collections by subject, grade and standard. This digital library includes trusted public media content including NOVA and PBS Digital

Studios as well as student access through the newly unveiled student portal and a wealth of teacher productivity tools.

- Student Portal: <http://www.pbslearningmedia.org/student/>
- Teacher Productivity Tools: <http://blogs.kqed.org/education/2014/10/01/pbsstudents-org-teacher-productivity-tools-join-the-pbs-family/> KQED Education produces free science education resources for engaging students in science education through the creation of free e-books and accompanying iTunes U courses produced in partnership with Bay Area organizations, KQED Do Now Science, a project designed to engages students in discussion around current real-world science issues and QUEST, a multi-platform series focused on diverse science and engineering stories.
- KQED e-books: <http://blogs.kqed.org/education/e-books/>
- KQED Do Now Science: <http://blogs.kqed.org/education/category/do-now/science-do-now/>
- QUEST: <http://science.kqed.org/quest/>

Contact: Jamedra Brown Fleischman, Social Media and Outreach Specialist, Education, PBS LearningMedia California, 2601 Mariposa Street, San Francisco, CA 94110, phone 415-553-3329

- ❖ Smarty Pants [<http://www.teachsmartypants.com/>]
 - Smarty Pants is a non-profit organization that creates interactive media and curricula that teaches science through environmental contexts. Our curricula is designed to align with the Next Generation Science Standards. Our mission is to spark students' interest in science and inspire environmental stewardship.
 - Smarty Pants' primary resource is our library of interactive media lessons. Smarty Pants lesson plans save teachers time by providing them with engaging, interactive, and comprehensive materials that can be easily integrated into their daily lessons. We clearly outline which Next Generation Science Standards are covered. Our lesson plans include everything a teacher needs to teach science topics in the most effective and impactful way:

- Introductory questions to pique student interest
- Hands-on experiments to engage students
- An interactive, short, live-action webisode
- Supplementary 'shorts' to highlight current research related to the specified topic
- Follow up and/or extension activities

Contact: Julie Dragos, Education Director, Smarty Pants, 1015 Laguna Street #14, Santa Barbara, CA 93101, phone. 951-317-6532

❖ MESA [<http://mesa.ucop.edu/>]

- MESA has served as a national model for academically preparing disadvantaged students to excel in science, technology, engineering, and math (STEM) fields, go to college and graduate. MESA provides academic support to 20,000 pre-college students across the state. MESA also operates programs at community colleges and universities.
- MESA is an award-winning academic enrichment program that provides a unique combination of enrichment activities, tutoring, mentoring, project-based learning, course counseling and industry involvement. MESA functions through a partnership with all public and private segments of education in California and serves students through centers housed on campuses.
- Established in 1970, MESA is a nationally-recognized program with a model that works. Seventy-six percent of MESA high school graduates statewide went directly to college after graduation compared to 41 percent of all California graduates. Fifty-three percent of MESA high school graduates continue their education as math, science or engineering majors.
 - Through MESA local educators and students receive:
 - MESA Day competitions: hands-on science and engineering contests, using NGSS-aligned curriculum

- Professional development through the Virtual MESA Academy for Science and Mathematics Educators (vMASME), which provides fresh ways for MESA teachers to connect math and science theory to project-based learning and hands-on practices (includes Common Core and NGSS workshops) http://mesa.ucop.edu/news/pressreleases/vmasme_0714.html
- Regional professional development with intensive hands-on training for teaching MESA Day projects
- MESA periods during the school day to implement NGSS-aligned hands-on learning
- Mentor opportunities of new MESA teachers by veteran MESA teachers on MESA Day best practices
- Continual professional development through webinars
- Online resources for MESA teachers including updated curriculum manuals and MESA Day guides
- Collaboration with industry to create NGSS-aligned curriculum

Contact: Danielle McNamara, Assistant Director, Strategic Communications, MESA Mathematics, Engineering, Science Achievement, University of California, Office of the President, phone 510-987-0230, fax 510-763-4704, 300 Lakeside Drive, Oakland CA 94612

❖ Slide Ranch [<http://slideranch.org/>]

- Slide Ranch has been planting kids in nature since 1970. We connect Bay Area children to sustainable farming and healthy eating, and inspire environmental stewardship through programs and camps on our 134 acres of coast lands in Marin, California. Slide Ranch's educational curriculum is based on hands-on activities linked to Next Generation Science Standards. During day and overnight field trips to our farm-based environmental education center, program participants connect with the natural environment (milking a goat, gardening and cooking, exploring coastal trails and tide pools) where science concepts come to life.
- Teach wide range of place-based activities linked to NGSS connected to organic agriculture and farm animals, as well as native plants and animals in 134 acres of preserved coastal scrub habitat, including ocean tide pools.

- Share online curriculum including pre and post-visit resources and NGSS-linked activities for use by classroom teachers and the general public.
- Provide the grounded, physical context to investigate and apply NGSS Life Science, Physical Science, Earth Science and Engineering Design concepts.
- Engage NGSS through hands-on exploration of *crosscutting concepts*: Patterns, similarity, and diversity; Cause and effect; Scale, proportion and quantity; Systems and system models; Energy and matter; Structure and function; Stability and change.
- Align with NGSS *core ideas*, particularly, prioritizing study of ocean science and climate change, and share a common aim of promoting environmental sustainability: valuing awareness of our use of natural resources and humans' impact on the environment.
- Apply NGSS *practices* and encourage participants to engage with the natural world like scientists-in-training: making observations, asking questions, gathering information, conducting investigations, defining problems and designing solutions.
- Slide Ranch Curriculum: Themes, Activities and NGSS:
https://dow9ovycsk6w7.cloudfront.net/media_items/12565-Curriculum_Activities_Themes_NGSS.pdf?1412943645

Contact: Julie Hartman, *Program Manager*, Slide Ranch, 2025 Shoreline Highway, Muir Beach, CA 94965, phone 415-381-6155

- ❖ San Diego Science Alliance [<http://sdsa.org/>]
 - As San Diego's leading force for STEM advancement, the San Diego Science Alliance puts our expertise and resources into action to ignite passion and strengthen the education-industry pipeline. For over two decades our programs and services have connected educators, industry, research and university partners to inspire, engage and the plant seeds of innovation and creativity in the region's 500,000 K-12 students. Each year the San Diego Science Alliance reaches: 30,000 K-12 students, 3500 teachers, and 300 industry, research and university partners. We assist all of San Diego County and serve as the lead San Diego regional alliance partner of the California STEM Learning Network, our San Diego STEM Collaboratory.

- Industry connections, STEM Quality Criteria Rubric, online eNews for up-to-date professional development and community partner opportunities with which to engage in NGSS practices. Links: <http://sdsa.org/current-events/stem-quality-criteria-rubric>, <http://sdsa.org/resources/science-alliance-e-news>

Contact: Ellen Peneski, San Diego Science Alliance/San Diego STEM Collaboratory, Executive Director, phone 619-487-0930, cell 619-325-9119



California State Board of Education
Meeting Agenda Items for November 13-14, 2014

ITEM 08



CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2014 AGENDA

SUBJECT	
Petition for Establishment of a Charter School Under the Oversight of the State Board of Education: Consideration of the Rosamond Community Charter Elementary School, which was denied by the Southern Kern Unified School District and the Kern County Board of Education.	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Public Hearing

SUMMARY OF THE ISSUE(S)

On December 11, 2013, Southern Kern Unified School District (SKUSD) voted unanimously to deny the Rosamond Community Charter Elementary School (RCCES) petition. On February 11, 2014, the Kern County Board of Education (KCOE) denied the RCCES petition on appeal by a vote of five to zero with two absentee votes.

Pursuant to California *Education Code (EC)* Section 47605(j), petitioners for a charter school that have been denied at the local level may petition the State Board of Education (SBE) for approval of the charter, subject to certain conditions.

RECOMMENDATION

The California Department of Education (CDE) recommends that the SBE hold a public hearing to consider the CDE's recommendation to deny the charter petition renewal to establish the RCCES under the oversight of the SBE based on the CDE's finding pursuant to *EC* sections 47605(b)(1), 47605(b)(2), 47605(b)(5), as well as *California Code of Regulations*, Title 5 (5 CCR) Section 11967.5, that the petitioners are unlikely to successfully implement the program set forth in the petition.

Advisory Commission on Charter Schools Recommendation

The Advisory Commission on Charter Schools (ACCS) considered the RCCES petition at its October 8, 2014, meeting. Two commissioners voted to recommend approval, two voted to recommend denial, and one commissioner abstained. However, because five votes are needed for an action to carry, there is no official recommendation from the ACCS.

BRIEF HISTORY OF KEY ISSUES

RCCES submitted a petition on appeal to the CDE on April 23, 2014.

The item was presented at the June 2014 ACCS meeting but no action was taken. The lead petitioners of RCCES chose to place their item on hold and be heard at the October 2014 ACCS meeting. During the June 2014 ACCS meeting, Commissioner Bauer requested that the petitioners provide clarity in regards to the instructional program, enrollment projections, and budget concerns at the October 2014 ACCS meeting. To date, only budget documentation has been submitted to the CDE.

The RCCES petition was submitted to the SBE on appeal for the establishment of a new charter school in Rosamond to be authorized under the oversight of the SBE. The petition states that its mission will be to improve education for all pupils in the Rosamond community by providing a quality, standards-based educational program, in which it intends to utilize effective teaching tools that are conducive to a high quality learning environment. RCCES states its goal is to create a student centered learning environment and a culture that teaches tolerance. Additionally, RCCES seeks to provide the parents of Rosamond an educational choice that reflects the needs of the surrounding community.

RCCES proposes to open an elementary school program in the community of Rosamond, serving 425 pupils in kindergarten through grade five. The first year student enrollment would be 175 pupils in kindergarten through grade three (2015–16), adding grade four in year two (2016–17), and adding grade five in year three (2017–18). This information is noted in Attachment 1, p. 1 of Agenda Item 4 on the ACCS October 8, 2014, Meeting Notice for the ACCS Web page located at <http://www.cde.ca.gov/be/cc/cs/documents/accs-oct14item04a1.doc>. Due to the timeline of the appeal process, the start-up year will not begin in 2013–14 as anticipated by the petitioner. The earliest the school could begin operations would be 2014–15. Therefore, the first year of enrollment would be in 2015–16 with a final build out plan to capacity of 425 pupils in 2019–2020.

In considering the RCCES charter petition, the CDE staff reviewed the following:

- The RCCES petition, Attachment 3 of Agenda Item 4 on the ACCS October 8, 2014, Meeting Notice for the ACCS Web page located at <http://www.cde.ca.gov/be/cc/cs/documents/accs-oct14item04a3.pdf>.
- Educational and demographic data of schools where pupils would otherwise be required to attend, Attachment 2 of Agenda Item 4 on the ACCS October 8, 2014, Meeting Notice for the ACCS Web page located at <http://www.cde.ca.gov/be/cc/cs/documents/accs-oct14item04a2.xls>.
- The RCCES budget and financial projections, (This item is not available for online viewing. Please contact the Charter Schools Division at 916-322-6029 or by e-mail at Charters@cde.ca.gov for more information).
- Description of changes to the petition necessary to reflect the SBE as the authorizing entity, Attachment 6 of Agenda Item 4 on the ACCS October 8, 2014, Meeting Notice for the ACCS Web page located at <http://www.cde.ca.gov/be/cc/cs/documents/accs-oct14item04a6.pdf>.

- Board agendas, minutes, and findings from the SKUSD and KCOE regarding the denial of the RCCES petition, along with the petitioner's response to the SKUSD and KCOE, Attachment 7 of Agenda Item 4 on the ACCS October 8, 2014, Meeting Notice for the ACCS Web page located at <http://www.cde.ca.gov/be/cc/cs/documents/accs-oct14item04a7.pdf>.

On December 11, 2013, the SKUSD denied the petition based on the following findings:

The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition:

- The petitioners have failed to comply with the provisions of *EC* Section 47605(g) which requires the petitioners to specify the site at which the proposed school is located.
 - The budget documents that were submitted leave open issues and present what may be an unworkable budget.
 - Special Education projected expenses are too low. SKUSD averages \$447 per Average Daily Attendance (ADA) for special education. RCCES estimates \$300 per ADA for encroachment.
 - The starting enrollment of 175 pupils in the first year appears unrealistic.
 - The petition lacks an adequate description of a plan to track employee work hours and receive applicable benefits and compensation.
 - The petition assumes approval from the federal Public Charter School Grant Program (PCSGP) with no back-up plan for securing operational funds needed if they are unable to obtain this funding.
- The petition does not contain a reasonable comprehensive description of all the required elements:
 - The petition provides that RCCES and Teaching Works, Inc., its oversight corporation will comply with provisions of Government Code Section 1090, yet the by-laws of the corporation contain contrary language.
 - The petition does not provide an affirmation or assurance that the charter school will comply with the incompatible public office provisions of Government Code Section 1126.
 - The dispute resolution process set forth in the petition places unnecessary and cumbersome obligations upon the district.
 - Admission preferences are unacceptable and not in compliance with the Charter Schools Act.

- The petition does not contain an affirmation of each of the conditions described in *EC* Section 47605(d).

On February 11, 2014, the KCOE denied the petition on appeal based on the following findings:

- The petition presents an unsound educational program for the pupils to be enrolled in the charter school.
- The proposed teacher compensation and benefits are not competitive.
- The proposed administrative staffing is excessive.
- The charter school would not be able to provide an adequate and legally compliant program for pupils with disabilities based on the funding allocated for these pupils.
- The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition:
 - The petitioners are unable to hire and retain qualified teachers due to low pay.
 - The school does not intend to provide transportation.
 - In regards to special education services, the budgeting for salaries, classified staffing, specialized equipment and materials, and contracting with outside agencies is inadequate.
 - Petitioners do not appear to have an understanding of the new and existing state requirements related to curriculum, instruction, and assessment.
 - The budget for instructional materials and textbooks is inadequate.
 - The budget is built on overstated incomes, understated expenditures, and significant debt.
 - Years one through three were built on aggressive borrowing/repayment structures with a cost of borrowing at 11 percent.
 - The proposed budget is based on the assumption that the charter school will receive a \$575,000 Public Charter Schools Grant, but the application was not approved.
- The petition does not contain the number of signatures required.

- The petition does not contain reasonably comprehensive descriptions of all of the 16 required charter elements:
 - Instructional Program: The Instructional program does not align with the budget, does not adequately describe special education services, and does not provide a clear understanding of Common Core.
 - Governance: The principal appears to be the president of the board.
 - Qualifications of employees: Teachers, administrators, and compensation are not dealt consistently within the budget and the non-profit corporation bylaws. In addition, no bus driver is described even though a bus is budgeted and transportation is to be provided to special education pupils.
 - Retirement Coverage: There are contradictions between the charter, the budget narrative and the budget related to how retirement coverage would be handled for classified staff.

The information in this item provides the analysis that CDE staff has been able to complete to date with the available information.

Pursuant to *EC* sections 47605 (b)(1), 47605(b)(2), 47605(b)(5) and Title 5 *CCR* Section 11967.5.1, a charter petition must provide a reasonably comprehensive description of multiple required elements. The required elements are summarized in Attachment 1, p. 2 of Agenda Item 4 on the ACCS October 8, 2014, Meeting Notice for the ACCS Web page located at <http://www.cde.ca.gov/be/cc/cs/documents/accs-oct14item04a1.doc>.

CDE finds that the RCCES petition does provide a reasonably comprehensive description for some of the required elements, as indicated by a “yes” on p. 2 of Attachment 1 of Agenda Item 4 on the ACCS October 8, 2014, Meeting Notice for the ACCS Web page located at <http://www.cde.ca.gov/be/cc/cs/documents/accs-oct14item04a1.doc>, while others require a technical amendment. Additional information and amendments to the petition would be needed if it is approved as an SBE-authorized charter school. These amendments are due to the change in authorizer, or to strengthen or clarify elements for monitoring and accountability purposes.

Educational Program

CDE staff finds that the petition is consistent with sound educational practice. The RCCES petition provides a reasonably comprehensive description of an educational plan that includes plans for English learners (EL) pupils, pupils with disabilities, low achieving pupils, and high achieving pupils. Additionally, the RCCES petitioners detail their curriculum for kindergarten through grade five, provide an academic schedule and calendar, and include actions and goals aligned to the state priorities.

The petition provides an adequate description of 12 of the 16 elements, while 4 elements require technical amendments. Additional information and amendments to the

petition would be needed if it is approved as an SBE-authorized charter school. These amendments are due to the change in authorizer, or to strengthen or clarify elements for monitoring and accountability purposes.

Budget

RCCES has not provided a budget that is fiscally viable or economically sustainable. The CDE staff analysis finds that the budget will be insolvent in its first year of operation with negative fund balances of \$123,213 and no reserves due to:

- The petitioner states in the Budget Narrative in Attachment 4, pp. 1–7, (This item is not available for online viewing. Please contact the Charter Schools Division at 916-322-6029 or by e-mail at Charters@cde.ca.gov for more information), that a commitment for a \$250,000 short-term loan for the start-up year has been granted by Charter School Capital. No evidence has been provided by the petitioner to substantiate said loan. However, even with the \$250,000 short-term loan, year two of operation has a negative ending fund balance of \$123,213.
- The RCCES budget includes \$575,000 in federal revenues from PCSGP. The budget shows PCSGP revenue of \$225,000 in the start-up year, \$200,000 in year two, and \$150,000 in year three. The PCSGP is a competitive grant program with no guarantee a school will be funded. The RCCES PCSGP application was submitted in September 2013 and denied in October 2013. As noted in Attachment 1, p. 31, of Agenda Item 4 on the ACCS October 8, 2014, Meeting Notice for the ACCS Web page located at <http://www.cde.ca.gov/be/cc/cs/documents/accs-oct14item04a1.doc> in the petitioner's response to the findings of the KCOE, the petitioner states that RCCES will reapply for the PCSGP grant in the fall of 2014. If awarded, the school could begin to receive funding in 2014–15.
- Based on the budget submitted, if RCCES does not receive the PCSGP grant, the CDE projects that RCCES will likely experience nine months of negative cash balances in year two.

The RCCES charter petition addresses the requirements of *EC* Section 47605(b)(ii), including a description of the school's annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils identified pursuant to *EC* Section 52052, for each of the applicable state priorities identified in *EC* Section 52060(d) and a description of the specific annual actions the school will take to achieve each of the identified annual goals.

A more detailed analysis on the review of the entire petition is provided in Attachment 1 of Agenda Item 4 on the ACCS October 8, 2014, Meeting Notice for the ACCS Web page located at <http://www.cde.ca.gov/be/cc/cs/documents/accs-oct14item04a1.doc>.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Currently, 24 charter schools operate under SBE authorization as follows:

- One statewide benefit charter, operating a total of six sites
- One countywide benefit charter
- Eight all district charters, operating a total of 18 sites
- Fourteen charter schools, authorized on appeal after local or county denial

The SBE delegates oversight duties of these schools to the CDE.

FISCAL ANALYSIS (AS APPROPRIATE)

As an SBE-authorized charter school, the CDE would receive approximately one percent of RCCES' general purpose apportionment for CDE's oversight activities. However, no additional resources are allocated to the CDE for oversight.

ATTACHMENT(S)

None



California State Board of Education
Meeting Agenda Items for November 13-14, 2014

ITEM 09



CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2014 AGENDA

SUBJECT	
Consideration of a Retroactive "Reasonable Basis"/Mitigating Circumstances Request for Determination of Funding as Required for Nonclassroom-based Charter Schools Pursuant to California <i>Education Code</i> Sections 47612.5 and 47634.2, and Associated <i>California Code of Regulations</i> , Title 5.	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing

SUMMARY OF THE ISSUE

California *Education Code (EC)* sections 47612.5 and 47634.2 established the eligibility requirements for apportionment funding for charter schools that offer nonclassroom-based instruction. The statutes specify that a charter school may receive apportionment funding for nonclassroom-based instruction only if a determination of funding is made by the State Board of Education (SBE). The California Department of Education (CDE) reviews a charter school's determination of funding request and presents it for consideration to the Advisory Commission on Charter Schools (ACCS), pursuant to relevant *California Code of Regulations*, Title 5 (5 *CCR*). The ACCS may include the consideration of mitigating circumstances in conjunction with a recommendation to the SBE.

Pursuant to 5 *CCR*, Section 11963.6(c), any determination of funding request approved by the SBE for an existing nonclassroom-based charter school must be prospective (not for the current year). Butterfield Charter High School (BCHS) did not submit its completed request by the regulatory filing deadline and was required to request a waiver for SBE approval to allow the charter school to request a non-prospective funding determination.

A waiver for BCHS was submitted to the SBE requesting approval for a non-prospective funding determination. The waiver was approved by the SBE at its September 2014 meeting.

RECOMMENDATION

The CDE recommends that the SBE approve the determination of funding for BCHS as listed in Attachment 1.

Advisory Commission on Charter Schools Recommendation

At the April 2014 ACCS meeting, CDE staff recommended not to approve mitigating circumstances and deny a determination of funding for BCHS for fiscal years (FYs) 2013–14 through 2014–15. The ACCS proposed a separate motion to approve BCHS's mitigating circumstances and a funding determination of 60 percent for two years with the condition that BCHS receives an SBE-approved waiver to allow consideration to include non-prospective fiscal years for BCHS's requested determination effective period. The ACCS motion was denied by a vote of four to two; therefore, no recommendation to the SBE was put forward.

The ACCS met on October 8, 2014. The ACCS voted four to one to approve CDE's staff recommendation to not approve the mitigating circumstances and deny the determination of funding request for BCHS. However, because five votes are needed in order for an action to carry, there is no official recommendation from the ACCS.

BRIEF ANALYSIS OF THE ISSUE

BCHS is requesting SBE approval for a 60 percent determination of funding with the consideration of the charter school's mitigating circumstances.

Pursuant to 5 *CCR* Section 11963.4(a), a nonclassroom-based charter school may qualify for either 70 percent, 85 percent, 100 percent full funding, or may be denied. To qualify for a proposed recommendation of 70 percent funding, a nonclassroom-based charter school must meet the following criteria:

- At least 35 percent of the school's public revenues are to be spent on salaries and benefits for all employees who possess a valid teaching certificate.
- At least 60 percent of all revenues are to be spent on instruction and instruction related services.

However, 5 *CCR* Section 11963.4(e) states that the ACCS may find a "reasonable basis" (also referred to as mitigating circumstances) by which to make a recommendation other than one that results from the criteria specified in the regulations.

5 *CCR* Section 11963.6(c) specifies that a determination of funding approved by the SBE shall be prospective (not for the current year) and shall be in increments of a minimum of two years and a maximum of five years in length.

5 *CCR* Section 11963.4(e) provides specific examples of the types of mitigating circumstances and for the ACCS to consider well documented "one-time or unique or exceptional circumstances." Mitigating circumstances described by a charter school in the funding determination process clarify and provide guidance as to whether or not a specific charter school meets the percentage requirements for a funding determination as expressed in 5 *CCR* Section 11963.4(a).

Pursuant to 5 *CCR* Section 11963.4(e):

A reasonable basis for the Advisory Commission on Charter Schools to make a recommendation other than one that results from the criteria specified in subdivision (a) may include, but not be limited to, the following: the information provided by the charter school pursuant to paragraphs (2) through (8), inclusive, of subdivision (b) of section 11963.3, documented data regarding individual circumstances of the charter school (e.g., one-time or unique or exceptional expenses for facilities, acquisition of a school bus, acquisition and installation of computer hardware not related to the instructional program, special education charges levied on the charter school by a local educational agency, restricted state, federal, or private grants of funds awarded to the charter school that cannot be expended for teacher salaries, or contracted instructional services other than those for special education), the size of the charter school, and how many years the charter school has been in operation. The Advisory Commission on Charter Schools shall give charter schools with less than a total of one hundred (100) units of prior year second period average daily attendance or that are in their first year of operation serious consideration of full funding.

BCHS is requesting a 60 percent determination of funding for FYs 2013–14 through 2014–15 with the consideration of the charter school’s mitigating circumstances. The SBE previously approved a 100 percent determination of funding for FYs 2009–10 through 2012–13. BCHS provided FY 2012–13 data as part of its funding determination request for FYs 2013–14 through 2014–15. For FY 2012–13, BCHS reported expenditures of 37.22 percent on certificated staff costs and expenditures of 47.21 percent on instruction and related services costs, which makes the charter school ineligible for a determination of funding. Based on BCHS’s reported expenditure percentages, the charter school’s nonclassroom-based instruction is not substantially dedicated to the instructional benefit of the students pursuant to 5 *CCR* Section 11963.4(a)(4). Under these conditions, the regulation requires the ACCS to recommend that the SBE deny the request unless there is a reasonable basis to recommend otherwise. BCHS’s mitigating circumstances request indicates the need to conserve cash so that it may expand its facilities and educational program offerings.

BCHS requests a 60 percent funding determination; however, 5 *CCR* Section 11963.4 provides criteria limiting the funding determination recommendations to four funding levels: 100 percent, 85 percent, 70 percent, or denial. BCHS failed to meet the regulatory requirement for a 70 percent funding determination by under spending on instruction by approximately \$207,250, while ending FY 2012–13 with a fund balance of \$3.76 million. The CDE finds that BCHS’s reserves could have been used to support instruction in FY 2012–13, rather than being conserved for future facilities expansion and recommends that the SBE deny the charter school’s mitigating circumstances request.

The funding determination request is provided in Attachment 1 of Agenda Item 1 on the ACCS October 8, 2014, Meeting Notice for the ACCS Web page located at <http://www.cde.ca.gov/be/cc/cs/accsnotice100814.asp>.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

At its September 2014 meeting, the SBE approved the CDE's recommendation to approve Porterville Unified School District's request to waive specific portions of 5 CCR, Section 11963.6(c), which allows BCHS to submit a determination of funding request for the non-prospective fiscal periods of July 1, 2013, to June 29, 2015.

The SBE is responsible for approving a determination of funding to establish eligibility for apportionment funding for charter schools that offer nonclassroom-based instruction.

FISCAL ANALYSIS (AS APPROPRIATE)

If approved, the charter school listed in Attachment 1 would receive apportionment funding under the Local Control Funding Formula model.

ATTACHMENT

Attachment 1: California Department of Education Proposed Determination of Funding Recommendation (1 Page)

**California Department of Education
 Proposed Determination of Funding Recommendation**

CDS Code	Charter Authorizer / County	Charter School / Charter Number	First Year of Operation	Percent Spent on Certificated Staff Compensation^	Percent Spent on Instruction and Related Services^	Funding Determination and Years Requested by Charter School With Mitigating Circumstances	Funding Determination Without Mitigating Circumstances (5 CCR Section 11963.4)	CDE Recommendation Funding Determination and Years*	CDE Recommendation Mitigating Circumstances Provided
54-75523-0114348	Porterville Unified / Tulare	Butterfield Charter High School / 867	2007-08	37.22%	47.21%	60% for 2 Years (2013-14 through 2014-15)	Denial	Denial for 2 Years (2013-14 through 2014-15)	No

^Spending percentages correspond to the charter school's funding determination request as originally submitted to the California Department of Education.

*At its September 2014 meeting, the State Board of Education approved a request to waive specific portions of 5 *California Code of Regulation*, Section 11963.6(c), for the fiscal periods of July 1, 2013 to June 29, 2015.



California State Board of Education
Meeting Agenda Items for November 13-14, 2014

ITEM 10



CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2014 AGENDA

SUBJECT	
State Performance Plan and Annual Performance Report for Part B of the Individuals with Disabilities Education Act of 2004 covering program year 2013–14.	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing

SUMMARY OF THE ISSUE(S)

As required by the Individuals with Disabilities Education Act (IDEA) of 2004, Part B, the California Department of Education (CDE), Special Education Division (SED), has developed the State Performance Plan (SPP), a six-year plan covering 2013–2014 through 2018–2019, using the instructions sent to the CDE, SED, by the U.S. Department of Education (ED), Office of Special Education Programs (OSEP). The SED prepares an Annual Performance Report (APR) each year that covers California's progress on five compliance indicators, eleven performance indicators, and one indicator with both compliance and performance components. The attached report is for program year 2013–2014.

This presentation provides an overview of the Federal Fiscal Year (FFY) 2013 APR data that will be submitted to the OSEP on February 2, 2015. The SED is seeking the approval now for this item.

RECOMMENDATION

The CDE, SED, recommends that the State Board of Education (SBE) review and approve the Executive Summary of the FFY 2013 APR for Part B of the IDEA covering program year 2013–2014.

BRIEF HISTORY OF KEY ISSUES

California is required to have in place an SPP to guide the state's implementation of Part B of the IDEA and to describe how the state will meet implementation targets. California's initial plan was submitted to OSEP on December 2, 2005, as approved by

the SBE and the State Superintendent of Public Instruction. Each year, the SPP has been updated to reflect changes in federal requirements. The SPP remains current through FFY 2013, program year 2013–14.

The APR is presented to the SBE annually for review and approval as part of the CDE's annual report to the public on the performance of its local educational agencies (LEAs). The APR documents and analyzes the LEAs' and state's progress toward meeting the targets and benchmarks identified in the SPP; it also summarizes the statewide activities associated with each of the SPP's target indicators. The working group established to assist the SED in establishing targets and benchmarks, the Improving Special Education Services (ISES) stakeholders, met in December 2013 and again in June 2014 and re-benched performance indicators. The new targets are included in the Executive Summary.

In addition, this year OSEP has reduced the number of indicators that must be reported in the APR from 20 to 17. Indicators 1 through 16 document progress; indicator 17 now records the State's improvement activities in the State Systemic Improvement Plan (SSIP). The SSIP covers multiple years and is focused on improving results for children with disabilities, not just compliance. Instead of multiple small improvement plans for each indicator, the SSIP contains broad strategies with detailed improvement activities. Components of the SSIP include data analysis, identification of the focus for improvement, infrastructure to support improvement and build capacity, and a theory of action.

On February 1, 2015, the SPP and APR for indicators 1 through 16 will be submitted to the OSEP. Indicator 17 is due to OSEP on April 1, 2015, to allow time to complete its components, and will be presented to the SBE at its March 2015 meeting.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In November 2013, the SBE approved the FFY 2012 APR Executive Summary which reported on the progress of the 2012–2013 compliance and performance indicators as required by the IDEA.

FISCAL ANALYSIS (AS APPROPRIATE)

There is no fiscal impact.

ATTACHMENT(S)

Attachment 1: Executive Summary of the FFY 2013 Annual Performance Report for Part B of the Individuals with Disabilities Education Act covering program year 2013–2014 (36 pages).

California Department of Education
Special Education Division
Individuals with Disabilities Education Act of 2004

State Annual Performance Report
Executive Summary
Federal Fiscal Year 2013 (Program Year 2013–2014)

November 2014

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Special Education in California

The California Department of Education (CDE) provides state leadership and policy direction for school district special education programs and services for students who have disabilities, newborn to 22 years of age. Special Education is defined as specially designed instruction and services, at no cost to parents, to meet the unique needs of children with disabilities. Special education services are available in a variety of settings, including day-care settings, preschool, regular classrooms, classrooms that emphasize specially designed instruction, the community, and the work environment.

Special education leadership provided by the CDE includes providing families with information on the education of children with disabilities. The CDE works cooperatively with other state agencies to provide everything from family-centered services for infants and preschool children with disabilities to planned steps for transitions from high school to employment and quality adult life. The CDE responds to consumer complaints and administers the federal Individuals with Disabilities Education Act (IDEA) and the No Child Left Behind Act (NCLB) for students with disabilities in California.

Accountability and Data Collection

In accordance with the IDEA of 2004, California is required to report annually to the Secretary of the U.S. Department of Education on the performance and progress under the State Performance Plan (SPP). This report is the *State Annual Performance Report* (APR). The APR requires the CDE to report on 17 indicators (Table 1) that examine a comprehensive array of compliance and performance requirements relating to the provision of special education and related services. The California Special Education Management Information System (CASEMIS) is the data reporting and retrieval system used at the CDE. CASEMIS provides the local educational agencies (LEAs) a statewide standard for maintaining a consistent core of special education data at the local level that is used for accountability reporting and to meet statutory and programmatic needs in special education.

The CDE is required to publish the APR for public review. The current APR reflects data collected during Federal Fiscal Year (FFY) 2013, which is equivalent to California's school year 2013–2014. Please note that there are three indicators that are reported in lag years using data from school year 2012–2013. The 17 federal indicators include 11 performance indicators, 5 compliance indicators, and 1 indicator (Indicator 4) with both performance and compliance components. All compliance indicator targets are set by the U.S. Department of Education at either 0 or 100 percent. Performance indicator targets were established based on the recommendations of the broad-based stakeholder group, Improving Special Education Services (ISES), and approved by the State Board of Education (Table 5).

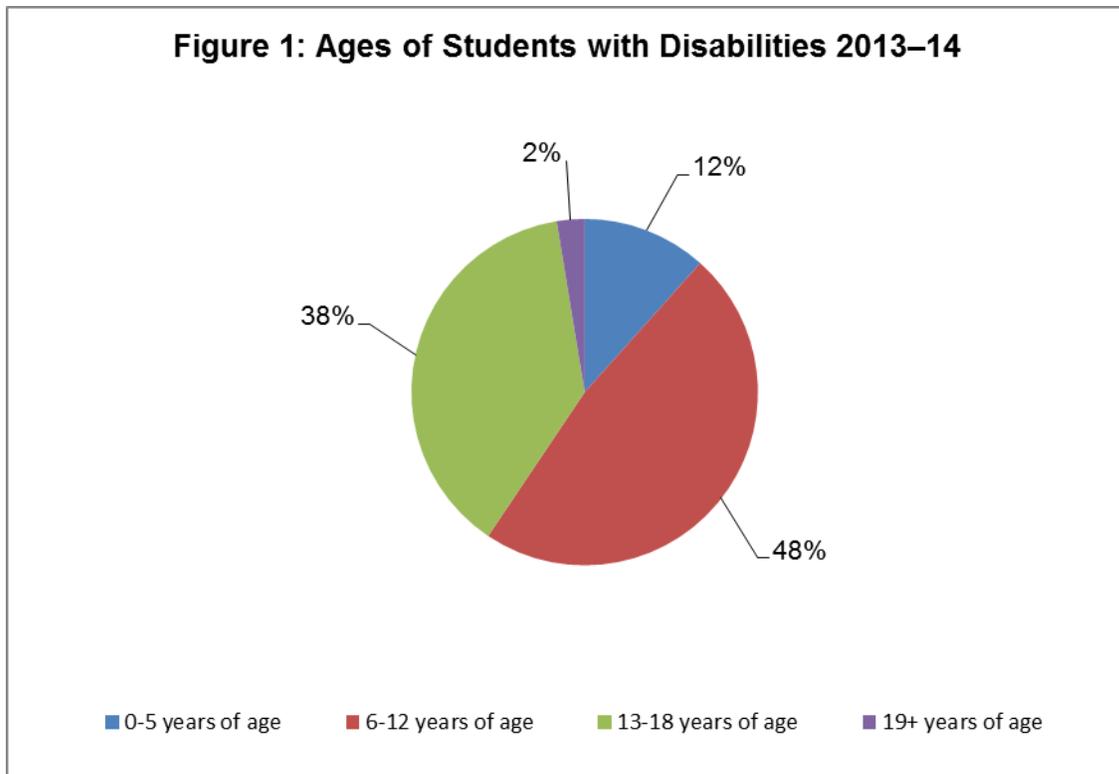
Table 1: California State Indicators

Indicator Type	No.	Description
Performance	1	Graduation Rates
Performance	2	Dropout Rates
Performance	3	Statewide Assessments
		3A – Districts Meeting AYP/AMO for Disability Subgroup
		3B – Participation for Students with IEPs
		3C – Proficiency for Students with IEPs
Combined	4	Suspension and Expulsion
Performance		4A – Rates of Suspension and Expulsion
Compliance		4B – Rates of Suspension and Expulsion by Race or Ethnicity
Performance	5	Education Environments
		5A – Education Environments (In Regular Class \geq 80% of day)
		5B – Education Environments (In Regular Class < 40% of day)
		5C – Education Environments (Served in separate school or other placement)
Performance	6	Preschool Environments
		6A – Preschool Environments: Services in the regular childhood program
		6B – Preschool Environments: Separate special education class, school, or facility
Performance	7	Preschool Outcomes
		7A – Preschool Outcomes: Positive social-emotional skills
		7B – Preschool Outcomes: Acquisition/use of knowledge and skills
		7C – Preschool Outcomes: Use of Appropriate Behaviors
Performance	8	Parent Involvement
Compliance	9	Disproportionate Representation
Compliance	10	Disproportionate Representation in Specific Disability Categories
Compliance	11	Child Find
Compliance	12	Early Childhood Transition
Compliance	13	Secondary Transition
Performance	14	Post-School Outcomes
		14A – Enrolled in higher education within one year of leaving high school
		14B – Enrolled in higher education or competitively employed within one year of leaving high school
		14C – Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school
Performance	15	Resolution Sessions
Performance	16	Mediation
Performance	17	State Systemic Improvement Plan

Overview of Population and Services

During Fiscal Year (FY) 2013–2014, 705,308 students from ages 0 to 22 years of age, were enrolled in special education. Compared to the total student enrollment in California, special education students make up about 11 percent of total students. The average age of a special education student in California is 11 years of age. The median grade level is ninth grade. As shown in Figure 1, the majority of students with disabilities in California (48 percent) are between six and twelve years of age. The majority of special education students (68 percent) are male, and 30.1 percent are English-language learners. All tables and figures are based on students 0 to 22 years of age.

California students diagnosed with at least one disability are eligible for services to meet their needs. There are 13 disability categories as identified in Table 2. The majority (39.97 percent) of students are identified as having a “Specific Learning Disability” as their primary disability category. The second most common primary disability designation for students (22.78 percent) is a “Speech/Language Impairment.”



CASEMIS Dec.2013

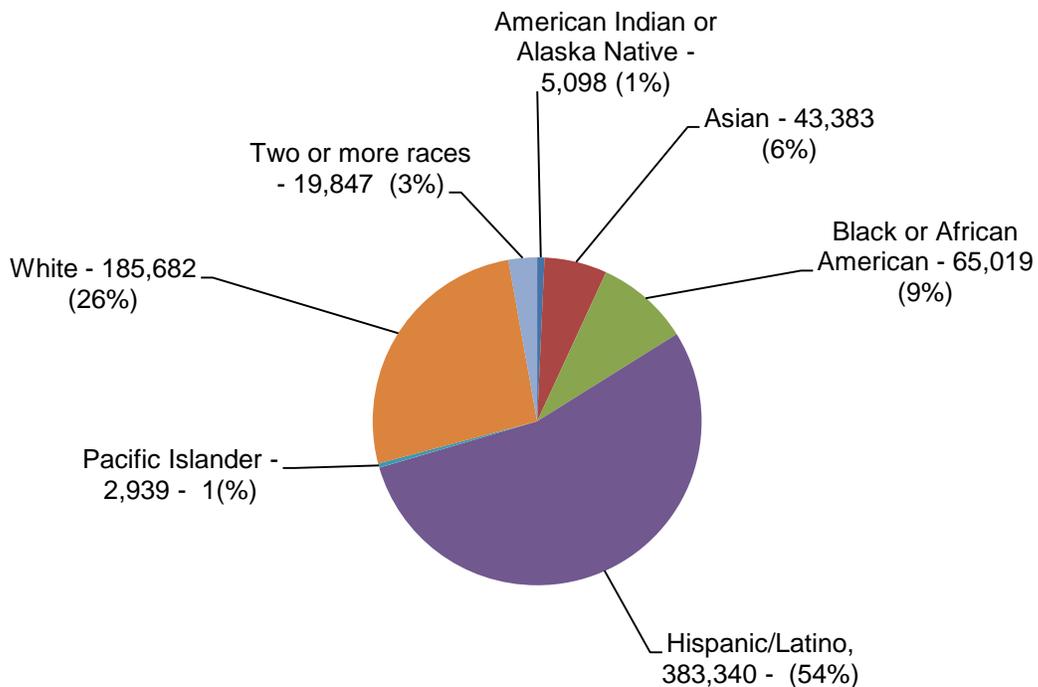
Table 2: Enrollment of Special Education Students by Disability Type

Intellectual Disability	43,573	6.18%	Orthopedic Impairment	12,876	1.83%
Hard of Hearing	10,395	1.47%	Other Health Impairment	70,453	9.99%
Deaf	3,695	0.52%	Specific Learning Disability	281,905	39.97%
Speech and Language	160,697	22.78%	Deaf Blindness	127	0.02%
Visual Impairment	4,012	0.57%	Multiple Disability	6,208	0.88%
Emotional Disturbance	24,442	3.47%	Autism	84,718	12.01%
Traumatic Brain Injury	1,704	0.24%			

CASEMIS Dec.2013

Of all special education students in California, Hispanic/Latino youth represent the greatest numbers of students in need of services. Figure 2 shows the total number of special education students by race/ethnicity.

Figure 2: 2013–14 Students in Special Education by Race/Ethnicity



CASEMIS Dec.2013

The CDE also tracks the type of school or program in which special education students receive the majority of their instructional services. These include public schools, private schools, independent study, charter schools, community schools, correctional programs, higher education, and transition programs. Table 3 shows that the majority (86.3 percent) of special education students are enrolled in a public day school.

Table 3: Enrollment of Special Education by Type of School

No School (ages 0-5 only)	4,975	0.71%	Adult Education Program	1,636	0.23%
Public Day School	608,993	86.34%	Charter School	23,586	3.34%
Public Residential School	644	0.09%	Charter School District	13,190	1.87%
Special Education Center or Facility	9,309	1.32%	Head Start Program	1,615	0.23%
Other Public School	4,815	0.68%	Child Development/Care State Preschool Program	2,621	0.37%
Continuation School	5,576	0.79%	Nonpublic Residential School	1,155	0.16%
Alternative Work Education Center/Work Study Program	561	0.08%	Extended Day Care	905	0.07%
Independent Study	1,325	0.19%	Nonpublic Day School	326	0.05%
Juvenile Court School	1,788	0.25%	Private Preschool	11,356	1.61%
Community School	2,995	0.42%	Private Day School	619	0.09%
Correctional Institution	212	0.03%	Private Residential School	2,763	0.39%
Home Instruction	2,110	0.3%	Nonpublic Agency	32	0
Hospital Facility	223	0.03%	Parochial School	189	0.03%
Community College	293	0.04%		1496	0.21%

CASEMIS Dec. 2014

Special education students in California receive a variety of services to address their unique needs. During 2013–2014, there were 1,536,406 services provided to California special education students. Many students receive multiple services. Table 4 describes the type of services provided to students. The most common service provided was Specialized Academic Instruction, followed by Language and Speech Services.

Table 4: Services Provided To Special Education Students

Specialized Services for Ages 0 to 2	12,985	0.79%	Specialized Services/Low Incidence Disabilities	6,271	0.39%
Specialized Academic Instruction	572,272	35.72%	Services for Deaf Students	18,311	1.14%
Intensive Individual Services	10,999	0.69%	Services for Visually Impaired	10,497	0.66%
Individual/Small Group Instruction	7,601	0.47%	Specialized Orthopedic Services	3,645	0.23%
Language and Speech	336,092	20.98%	Recreation Services	817	0.05%
Adapted Physical Education	41,821	2.61%	Reader and Note Taking	256	0.01%
Health and Nursing	14,865	0.93%	College Preparation	80,396	5.02%
Assistive Technology Services	5,618	0.35%	Vocational/Career	119,243	7.45%
Occupational Therapy	63,825	3.98%	Agency Linkages	8,928	0.56%
Physical Therapy	9,589	0.6%	Travel Training	26,661	1.66%
Mental Health Services	112,872	7.05%	Other Transition Services	54,746	3.42%
Day Treatment Services	923	0.06%	Other Special Education/Related Services	16,519	1.03%
Residential Treatment	654	0.04%	Interpreter Services	1,933	0.12%
Recreation Services, includes therapeutic recreation (34 CFR 300.24)	817	0.05%	Vocational Assessment, Counseling, Guidance, and Career Assessment	63771	3.98%

CASEMIS Dec. 2013 Table B

2013–2014 APR Indicators

During FFY 2013, California met 70.5 percent of the 17 target indicators. Table 5 identifies each indicator, its target, the FFY 2013 state results, and if the target was met. The pages following Table 5 provide an overview of each individual indicator, including a description of the indicator, the target, the data collected, and the results.

Table 5: FFY 2013 Indicators, Targets, and Results

Indicators	Target	Results	Met Target
1 Graduation Rate	90% or fixed rate of 65.94%	61.8%	No
2 Dropout Rate	15.7%	15.7%	Yes
3 Statewide Assessment 3A AYP 3B Participation 3C Elementary, High, and Unified Districts	3A . 58% 3B. 95% 3C . 100%	17% 15% 77%	No No No
4 Suspension/Expulsion 4A Suspension and Expulsion Rate Overall 4B Suspension and Expulsion Rate by Race/Ethnicity	≤10% 0%	1.2% 1.89%	Yes No
5 Education Environments 5A Regular class 80 percent or more 5B Regular class less than 40 percent 5C Separate schools, residential facilities, or homebound/hospital placements	≥49.2% ≤24.6% ≤4.4%	56.3% 23.6% 3.9%	Yes Yes Yes
6 Preschool Least Restrictive Environment 6A. Regular preschool 6B. Separate schools or classes	≥32.9% ≤34.4%	32.9% 34.4%	Yes Yes
7 Preschool Assessment 7A (1 & 2) 7B (1 & 2) 7C (1 & 2)	7A. 72.7% / 82.1% 7B. 70% / 82.5% 7C. 75% / 79%%	7A. 59.4% / 60.8% 7B. 60.9% / 60.3% 7C. 65.9% / 65.7%	Yes Yes Yes
8 Percent of Parents Reporting the Schools Facilitated Parental Involvement	90%	99.1%	Yes
9 Disproportionate Representation	0%	.09%	No
10 Disproportional Representation by Disability Category	0%	.57%	No
11 Child Find	100%	98.1%	No
12 Early Childhood Transition	100%	98.5%	No
13 Secondary Transition	100%	93.5%	No
14 Post-School Outcomes 14A Enrolled in higher education 14B Enrolled in higher education or competitively employed within a year 14C Enrolled in higher education, postsecondary education or training, or competitively employed	52.3% 72.4% 81%	52.3% 72.4% 81%	Yes Yes Yes
15 Resolution Sessions	55%	32.7%	No
16 Mediation	55%	65.1%	Yes
17 State Systemic Improvement Plan	N/A	Not yet available	

Indicator 1: Graduation Rates

Description

This is a performance indicator. This measures the percent of youth with individual education programs (IEPs) graduating from high school with a regular diploma (20 U.S.C 1416 [a][3][A]). The calculation methods for this indicator were revised in 2008–09 and again in 2009–10, to align with reporting criteria under Title I of the Elementary and Secondary Education Act (ESEA). A new reporting methodology was implemented for the FFY 2012 APR. All California students are required to pass the California High School Exit Exam (CAHSEE) to earn a public high school diploma. State law provides an exemption from this testing requirement for students who otherwise meet the district requirement for graduation.

Target for 2013–2014

- Have a 2013 graduation rate of 90 percent or more **or**
- Meet the 2013 fixed growth rate of 65.64 percent or more

Measurement

The data are reported in lag years using the California Longitudinal Pupil Achievement Data System (CALPADS) data from the FFY 2012 (2012–2013). The calculation is based on data from California’s ESEA reporting.

Results for 2013–2014

The graduation rate for the FFY 2013 demonstrated that 61.89 percent of students with disabilities graduated with a high school diploma.

Target Met: No

Targets for FFY 2013–2018

Indicator	2013	2014	2015	2016	2017	2018
1- Graduation Rates*	90% or fixed rate of 65.94%	90% or variable target based on the previous year’s data	90% or variable target based on the previous year’s data	90% or variable target based on the previous year’s data	90% or variable target based on the previous year’s data	90% or variable target based on the previous year’s data

*Or other approved consolidated state performance report rate, updated annually

Indicator 2: Dropout Rates

Description

This is a performance indicator. This measures the percent of youth with IEPs dropping out of high school (20 U.S.C 1416 [a][3][A]). The calculation methods for this indicator were revised in 2009–10 to create a more rigorous target and approved by the OSEP in April 2010. Dropout rates are calculated from data reported for grades nine through twelve. The CDE uses the annual (one-year) dropout rate and the four-year derived dropout rate. The four-year derived dropout rate is an estimate of the percent of students who would drop out in a four-year period based on data collected for a single year. California does not currently have benchmarks for dropout rates for the ESEA.

Target for 2013–2014

No more than 15.72 percent of students with disabilities will drop out of high school.

Measurement

The data are reported in lag years using the CALPADS data from the FFY 2012 (2012–2013). The calculation is based on data from the ESEA reporting.

Results for 2013–2014

For FFY 2013, the Dropout Rate was 15.72 percent.

Target Met: Yes

Targets for FFY 2013–2018

Indicator	2013	2014	2015	2016	2017	2018
2- Dropout Rates	15.72%	14.72%	13.72%	12.72%	11.72%	10.72%

Proficiency rate percent equals number of children with IEPs enrolled for a full academic year scoring at or above proficient divided by the total number of children with IEPs enrolled for a full academic year, calculated separately for reading and math.

Results for 2013–2014

A. In FFY 2013 for Target A, the results are as follows:

Percent of Districts Meeting AYP for Disability Subgroup (3A)

Targets for FFY 2013 (2013–14)	Actual Data for FFY 2013 (2013–14)	Target Met
58%	17%	No

B. In FFY 2013 for Target B, the results are as follows:

Percent of Participation for Students with IEPs (3B)

	Targets for FFY 2013 (2013–14)	Actual Data for FFY 2013 (2013–14)	Target Met
ELA	95%	18%	No
Math	95%	13%	No

C. In FFY 2013 for Target C, the results are as follows:

Proficiency Targets and Actual Data in ELA and Math by Type of LEA (3C)

Type of LEAs	ELA Target Percent Proficient	ELA Actual Percent Proficient	Target Met	Math Target Percent Proficient	Math Actual Percent Proficient	Target Met
Elementary School Districts	100%	85%	No	100%	71%	No
High school Districts (grades 9-12 only)	100%	84%	No	100%	75%	No
Unified School Districts, High School Districts, County Offices of Education (grades 2–8 and 9–12)	100%	79%	No	100%	67%	No

Target Met: No

Targets for FFY 2013–2018

Indicator	2013	2014	2015	2016	2017	2018
3- Statewide Assessments	58%	59%	60%	61%	62%	63%

Indicator 4B: Rates of Suspension and Expulsion by Race or Ethnicity

Description:

This is a compliance indicator. This measures the percent of districts that have: (a) significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures, or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards (20 U.S.C. 1416[a][3][A] and 1412[a][22]).

Target for 2013–2014

Zero percent of districts will have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year for children with disabilities by race.

Measurement

The data are reported in lag years using the CALPADS data from the FFY 2012 (2012–2013). This percent is calculated by the number of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies, procedures, or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards divided by the number of districts in the state, multiplied by 100.

Results for 2013–2014

In FFY 2013, there were 1.89 percent of districts with significant discrepancies, by race or ethnicity, in the rates of suspension or expulsion of greater than 10 days for students with IEPs.

Target Met: No

Targets for FFY 2013–2018

Indicator	2013	2014	2015	2016	2017	2018
4B – Suspension/Expulsion	0%	0%	0%	0%	0%	0%

Indicator 5: Education Environments

Description

This is a performance indicator. This measures the percent of children with IEPs, ages six through twenty-one, served inside the regular class 80 percent or more of the day; inside the regular class less than 40 percent of the day, and are served in public or private separate schools, residential facilities, or homebound/hospital placement.

Target for 2013–2014

- 5A. Forty-nine percent or more of students will be in regular class 80 percent of the day or more;
- 5B. No more than 24.6 percent will be removed from regular class more than 60 percent of the day; **and**
- 5C. No more than 4.4 percent are served in public or private separate schools, residential placements, or homebound or hospital placements.

Measurement

- 5A. The number of children with IEPs served inside the regular class 80 percent or more of the day divided by the total number of students aged 6 through 21 with IEPs.
- 5B. The number of children with IEPs served inside the regular class less than 40 percent of the day divided by the total number of students aged six through twenty-one with IEPs.
- 5C. The number of children with IEPs served in public or private separate schools, residential facilities, or homebound/hospital placements divided by the total number of students ages six through twenty-one with IEPs.

Results for 2013–2014

California did meet the targets for 5A (56.3 percent of students were in regular class 80 percent of the day or more); for 5B, (23.6 percent of students were in regular class less than 40 percent of the day); and for 5C, (3.9 percent were served in public or private separate schools and facilities).

Target Met: 5A Yes 5B Yes 5C Yes

Targets for FFY 2013–2018

Indicator	2013	2014	2015	2016	2017	2018
5a – LRE > 80%	49.2%	49.2%	49.2%	50.2%	51.2%	52.2%
5b – LRE < 40%	24.6%	24.6%	24.6%	23.6%	22.6%	21.6%
5c – LRE: Separate School	4.4%	4.4%	4.4%	4.2%	4.0%	3.8%

Indicator 6: Preschool Environments

Description

This is a performance indicator. This measures the percent of children with IEPs ages three through five, attending a:

- Regular early childhood program and receiving the majority of special education and related service in the regular early childhood program; and
- Separate special education class, separate school, or residential facility (20 U.S.C. 1416[a][3][A]).

Target for 2013–2014

- A. 32.9 percent or more of students will be served in settings with typically developing peers.
- B. No more than 34.4 percent of students will be served in a separate social education class, separate school, or residential facility.

Measurement

- C. Percent = ([# of children ages three through five with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program] divided by the [total # of children ages three through five with IEPs]), multiplied by 100.
- D. Percent = ([# of children ages three through five with IEPs attending a separate special education class, separate school, or residential facility] divided by the [total # of children ages three through five with IEPs]), multiplied by 100.

Results for 2013–2014

- A. 32.9 percent of children ages three through five with IEPs attended a regular early childhood program and received the majority of special education and related services in the regular early childhood program.
- B. 34.4 percent of children ages three through five with IEPs attended a separate special education class, separate school, or residential facility.

Target Met: Yes

Targets for FFY 2013–2018

Indicator	2013	2014	2015	2016	2017	2018
6A – Preschool, Regular	32.9%	32.9%	32.9%	33.9%	34.9%	35.9%
6B – Preschool, Separate	34.4%	34.4%	34.4%	33.4%	32.4%	31.4%

Indicator 7A: Preschool Outcomes – Positive Social-Emotional Skills

Description

This is a performance indicator. This measures the percent of preschool children with IEPs who demonstrate improvement in Outcome A: Positive social-emotional skills, including social relationships.

Target for 2013–2014

- Of those children who entered the program below age expectations in Outcome A, 72.7 percent will substantially increase their rate of growth by the time they turned six years of age or exited the program.
- Of those children who were functioning within age expectations in Outcome A, 82.1 percent will function within age expectations by the time they turn six years of age or exit the program.

Measurement

Outcome A: Positive social-emotional skills, including social relationships:

- Number of preschool children who did not improve functioning divided by the number of preschool children with IEPs assessed, multiplied by 100.
- Number of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers divided by the number of preschool children with IEPs assessed, multiplied by 100.
- Number of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it divided by the number of preschool children with IEPs assessed, multiplied by 100.
- Number of preschool children who improved functioning to reach a level comparable to same-aged peers divided by the number of preschool children with IEPs assessed, multiplied by 100.
- Number of preschool children who maintained functioning at a level comparable to same-aged peers divided by the number of preschool children with IEPs assessed, multiplied by 100.

Results for 2013–2014

For FFY 2013, for Outcome A, 59.4 percent of students substantially increased their rate of growth by the time they turned six years of age or exited the program, and 60.8

Indicator 7B: Preschool Outcomes - Acquisition/Use of knowledge and skills

Description

This is a performance indicator. This measures the percent of preschool children with IEPs who demonstrate improvement in Outcome B: Acquisition and use of knowledge and skills, including early language/communication and early literacy.

Target for 2013–2014

- Of those children who entered the program below age expectations in Outcome B, 70 percent will substantially increase their rate of growth by the time they turn six years of age or exit the program.
- Of children who were functioning within age expectations in Outcome B, 82.5 percent will function within age expectations by the time they turn six years of age or exit the program.

Measurement

Outcome B: Acquisition and use of knowledge and skills, including early language/communication and early literacy:

- Number of preschool children who did not improve functioning divided by the number of preschool children with IEPs assessed, multiplied by 100.
- Number of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers divided by the number of preschool children with IEPs assessed, multiplied by 100.
- Number of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it divided by the number of preschool children with IEPs assessed, multiplied by 100.
- Number of preschool children who improved functioning to reach a level comparable to same-aged peers divided by the number of preschool children with IEPs assessed, multiplied by 100.
- Number of preschool children who maintained functioning at a level comparable to same-aged peers divided by the number of preschool children with IEPs assessed, multiplied by 100.

Indicator 7C: Preschool Outcomes - Use of Appropriate Behaviors

Description

This is a performance indicator. This measures the percent of preschool children with IEPs who demonstrate improvement in Outcome C: Use of appropriate behaviors to meet their needs (20 U.S.C. 1416[a][3][A]).

Target for 2013–2014

- Of those children who entered the program below age expectations in Outcome C, 75 percent will substantially increase their rate of growth by the time they turn six years of age or exit the program.
- Of those children who were functioning within age expectations in Outcome C, 79 percent will function within age expectations by the time they turn six years of age or exit the program.

Measurement

Outcome C: Use of appropriate behaviors to meet their needs:

- Number of preschool children who did not improve functioning divided by the number of preschool children with IEPs assessed, multiplied by 100.
- Number of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers divided by the number of preschool children with IEPs assessed, multiplied by 100.
- Number of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it divided by the number of preschool children with IEPs assessed, multiplied by 100.
- Number of preschool children who improved functioning to reach a level comparable to same-aged peers divided by the number of preschool children with IEPs assessed, multiplied by 100.
- Number of preschool children who maintained functioning at a level comparable to same-aged peers divided by the number of preschool children with IEPs assessed, multiplied by 100.

Results for 2013–2014

In FFY 2013, for Outcome C, 65.9 percent of students substantially increased their rate of growth by the time they turned six years of age or exited the program; and 65.7

Indicator 8: Parent Involvement

Description

This is a performance indicator. This measures the 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]). This data is one question in a survey distributed, collected, and reported by the Special Education Local Plan Areas (SELPA's). The measure is the percentage of parents responding "yes" to the question: "Did the school district facilitate parent involvement as a means of improving services and results for your child?"

Target for 2013–2014

Ninety percent of parents will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Measurement

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.

Results for 2013–2014

The result for Indicator 8 in FFY 2013 was 99.1 percent of parents with a child receiving special education services report that schools facilitated parental involvement.

Target Met: Yes

Targets for FFY 2013–2018

Indicator	2013	2014	2015	2016	2017	2018
8 – Parent Input	90%	90%	90%	91%	92%	93%

Indicator 10: Disproportionate Representation in Specific Disability Categories

Description

This is a compliance indicator. This measures the 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]). The calculation for Indicator 10 (Ethnicity by Disability) has been changed at the direction of the OSEP during their September 2010 verification visit. Effective FFY 2010, the CDE measures disproportionality using two measures: (1) the e-formula and (2) the Alternate Risk Ratio.

Target for 2013–2014

Zero percent of districts will have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification.

Measurement

The number of districts with disproportionate representation of racial and ethnic groups in specific disability categories, as identified by both the e-formula and Alternate Risk Ratio, which is the result of inappropriate identification divided by the number of districts in the state.

Results for 2013–2014:

For FFY 2013, .57 percent of districts will have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification.

Target Met: No

Targets for FFY 2013–2018

Indicator	2013	2014	2015	2016	2017	2018
10 – Disproportionality by Disability	0%	0%	0%	0%	0%	0%

Indicator 14: Post-School Outcomes

Description

This is a performance indicator. This measures the percent of youth, who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- Enrolled in higher education within one year of leaving high school;
- Enrolled in higher education or competitively employed within one year of leaving high school; or
- Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school (20 U.S.C. 1416[a][3][B]). Data are collected and reported by SELPAs using the June 2013 CASEMIS submission.

Target for 2013–2014

- A. 52 percent or more of youth who had IEPs who are no longer in secondary school will be reported to have been enrolled in some type of post-secondary school within one year of leaving high school.
- B. 72 percent or more of youth who had IEPs who are no longer in secondary school will be reported to have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.
- C. 81 percent or more of youth who had IEPs who are no longer in secondary school will be reported to have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

Measurement

- A. The number of youth who are no longer in secondary school, had IEPs in effect when they left school, and were enrolled in higher education within one year of leaving high school divided by the number of respondent youth who are no longer in secondary school.
- B. Number of youth who are no longer in secondary school, had IEPs in effect when they left school, and were enrolled in higher education or competitively employed within one year of leaving high school divided by the number of respondent youth who are no longer in secondary school.
- C. Number of youth who are no longer in secondary school, had IEPs in effect when they left school, and were enrolled in higher education, or in some other post-

secondary education or training program; or competitively employed or in some other employment divided by the number of respondent youth who are no longer in secondary school.

Results for 2013–2014:

- A. Fifty-two percent of youth who had IEPs who were no longer in secondary school reported to have been enrolled in some type of postsecondary school within one year of leaving high school.
- B. Seventy-two percent of youth who had IEPs who were no longer in secondary school reported to have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.
- C. Eighty-one percent of youth who had IEPs who were no longer in secondary school reported to have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

Target Met: A. Yes B. Yes C. Yes

Targets for FFY 2013–2018

Indicator	2013	2014	2015	2016	2017	2018
14A – Postsecondary	52.3%	52.3%	52.3%	52.3%	53.3%	54.3%
14B – Employed/ Postsecondary	72.4%	72.4%	72.4%	72.4%	73.4%	74.4%
14C – Any Education/ Employment	81.0%	81.0%	81.0%	81.0%	82.0%	83.0%

Indicator 15: Resolution Sessions

Description

This is a performance indicator. This indicator measures the 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]).

Target for 2013–2014

Fifty-five percent of hearing requests will be resolved through session settlement agreements.

Measurement

Percent = (3.1[a] divided by 3.1) multiplied by 100.

Section C: Due Process Complaints	
(3) Total number of due process complaints filed	3,386
(3.1) Resolution meetings	428
(a) Written settlement agreements	140
(3.2) Hearings fully adjudicated	121
(a) Decisions with time line (including expedited)	15
(b) Decisions within extended time line	106
(3.3) Due process complaints pending	803
(3.4) Due process complaints withdrawn or dismissed (including resolved without hearing)	2,462

Results for 2013–2014: For FFY 2013, 32.7 percent of hearing requests that went to resolution were resolved through resolution session settlement agreements.

Target Met: No

Targets for FFY 2013–2018

Indicator	2013	2014	2015	2016	2017	2018
15 – Resolution Sessions	55.0%	56.0%	57.0%	58.0%	59.0%	60.0%

Indicator 16: Mediation

Description

This is a performance indicator. This indicator measures the percent of mediations held that resulted in mediation agreements. (20 U.S.C. 1416[a][3][B]).

Target for 2013–2014

Fifty-five percent of mediation conferences will result in mediation agreements.

Measurement

- Percent = $(2.1[a][i] + 2.1[b][i])$ divided by 2.1, multiplied by 100.

Section B: Mediation Requests	
(2) Total number of mediation request received through all dispute resolution processes	3,636
(2.1) Mediations held	2,025
(a) Mediations held related to due process complaints	1,833
(i) Mediation agreements related to due process complaints	1,209
(b) Mediations held not related to due process complaints	192
(i) Mediation agreements not related to due process complaints	111
(2.2) Mediations pending	425
(2.3) Mediations withdrawn or not held	1,186

Results for 2013–2014

For FFY 2013, 65.1 percent of mediation conferences resulted in mediation agreements.

Target Met: Yes

Targets for FFY 2013–2018

Indicator	2013	2014	2015	2016	2017	2018
16 – Mediation	55.0%	56.0%	57.0%	58.0%	59.0%	60.0%

Indicator 17: State Systemic Improvement Plan

Description

This indicator describes how the State identified and analyzed key data, including data from SPP/APR indicators, 618 data collections, and other available data as applicable, to: (1) select the State-identified Measurable Result(s) for Children with Disabilities, and (2) identify root causes contributing to low performance. The description must include information about how the data were disaggregated by multiple variables (e.g., LEA, region, race/ethnicity, gender, disability category, placement, etc.). As part of its data analysis, the State should also consider compliance data and whether those data present potential barriers to improvement. In addition, if the State identifies any concerns about the quality of the data, the description must include how the State will address these concerns. Finally, if additional data are needed, the description should include the methods and timelines to collect and analyze the additional data.

Target for 2013–2014

Not applicable

Measurement

Not applicable

Results for 2013–2014

Not yet available

Target Met: Not applicable



California State Board of Education

Meeting Agenda Items for November 13-14, 2014

ITEM 11



CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2014 AGENDA

SUBJECT	
2015-2016 State Board of Education Student Member: Recommendation of Three Finalists for Submission to the Governor for Consideration and Appointment.	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing

SUMMARY OF THE ISSUE(S)

On Thursday, November 13, 2014, the State Board of Education (SBE) Screening Committee will interview six candidates selected by student representatives attending the Student Advisory Board on Education (SABE) Conference from an initial set of 12 semi-finalists. The list of three finalists recommended by the Screening Committee will be provided as an Item Addendum.

RECOMMENDATION

The State Board of Education's (SBE) Screening Committee recommends that the SBE approve the three finalists for the position of 2015-2016 SBE Student Member, as identified in the Item Addendum. The approved finalists will be forwarded to the Governor for his consideration and appointment as the 2015-16 SBE Student Member.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Pursuant to California *Education Code* Section 33000.5(e)(5), the SBE annually selects three finalists from six candidates to be considered by the Governor as the Student Member for the forthcoming year.

FISCAL ANALYSIS (AS APPROPRIATE)

None.

ATTACHMENT(S)

An Item Addendum will contain information about the 12 semi-finalists, the six candidates interviewed by the SBE Screening Committee, and the three finalists recommended by the SBE Screening Committee.



California State Board of Education
Meeting Agenda Items for November 13-14, 2014

ITEM 12



CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2014 AGENDA

SUBJECT Reports from the 2014 Student Advisory Board on Education.	<input type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing
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SUMMARY OF THE ISSUE(S)

The 2014 Student Advisory Board on Education (SABE) Conference will be held in Sacramento from November 11-14, 2014, and will culminate in oral presentations to the State Board of Education (SBE) on Friday, November 14, 2014. Each presentation will focus on an issue chosen by student delegates of the 2014 SABE Conference, and will reflect their research and discussion.

RECOMMENDATION

Listen to student proposals from the 2014 SABE Conference.

BRIEF HISTORY OF KEY ISSUES

The SBE receives annual SABE reports. The California Department of Education (CDE) and SBE staff, working with the SBE's Student Member, may review and develop responses to the SABE proposals, and may be considered at a future SBE meeting if they are within the jurisdiction of the SBE.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Student proposals to the SBE in November 2013 covered a range of topics, including Student Involvement in Creating Policies; Physical Education Requirements; Student Survey for the Local Control and Accountability Plan; Development of a Student Senate Program in Public High Schools; Inclusion of School Climate Information for California Distinguished School Consideration; and Changes to the Annual Student Board Member Recruitment and Selection Process.

FISCAL ANALYSIS (AS APPROPRIATE)

None.

ATTACHMENT

Student representatives will provide a handout of their report to SBE members at the time of their oral presentation.



California State Board of Education
Meeting Agenda Items for November 13-14, 2014

ITEM 13



CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2014 AGENDA

SUBJECT	
Local Control Funding Formula: Update on California's Local Educational Agency and School Planning and Accountability System.	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing

SUMMARY OF THE ISSUE(S)

On July 1, 2013, the Governor signed Assembly Bill 97 (Chapter 47, Statutes of 2013) to enact the Local Control Funding Formula (LCFF). This agenda item is one of several in a series of regular information or action items to demonstrate progress in the implementation of the LCFF to the State Board of Education (SBE) and to the public.

RECOMMENDATION

No specific action is recommended at this time.

BRIEF HISTORY OF KEY ISSUES

On January 16, 2014, the SBE took action to approve emergency regulations governing the expenditure of LCFF funds pursuant to the requirements of California *Education Code (EC)* Section 42238.07 and the Local Control and Accountability Plan (LCAP) template pursuant to *EC* Section 52064, available on the California Department of Education (CDE) LCFF Web page at <http://www.cde.ca.gov/re/lr/rr/lcffemergencyregs.asp>. In September 2014 the SBE readopted the emergency regulations for a second 90-day extension while the permanent rulemaking process continues.

In addition, the SBE commenced the regular rulemaking process. This process is required to adopt permanent regulations and includes an initial period of 45 days for written comments and a public hearing to receive verbal and written testimony. There have also been two subsequent 15-day comment periods to respond to proposed revisions that have resulted from public comments. The progress of these activities is addressed today in a separate agenda item.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

May 2014: The CDE provided a status update regarding issues specific to the implementation of the LCFF and the development of the LCAP (<http://www.cde.ca.gov/be/ag/ag/yr14/documents/may14item10.doc>). The update included discussion of the provision of services to foster youth; planning information about the development of an electronic template, including plans to link it to other LCFF implementation activities; the LCAP review process for districts and county offices of education (COEs); and a description of the process of developing LCAP evaluation rubrics. The item also included presentations by two local educational agencies and the California County Superintendents Educational Services Association describing local processes and resources to support implementation of the LCFF.

In addition, the SBE took action to approve the Superintendent's recommendation to contract with the Riverside COE to serve as the fiscal agent for the California Collaborative for Educational Excellence and to authorize the CDE to execute a contract for services (<http://www.cde.ca.gov/be/ag/ag/yr14/documents/may14item11-addendum.doc>).

July 2014: The CDE provided a status update regarding issues specific to the implementation of LCFF and the development of the LCAP (<http://www.cde.ca.gov/be/ag/ag/yr14/documents/jul14item01.doc>). The update included discussion of recent work conducted to identify common elements of required state and federal plans as part of the work to reduce duplication in planning documents; a discussion of proposed changes to the School Accountability Report Card template to align with LCFF state priorities (approved by the SBE at the July 2014 meeting: <http://www.cde.ca.gov/be/ag/ag/yr14/documents/jul14item02.doc>); a progress report on the development of the electronic LCAP template; and an update regarding the proposed process to begin developing the evaluation rubrics.

In separate items, the SBE approved proposed changes to the permanent regulations governing expenditure of supplemental and concentration funds and the LCAP template, and directed that the changes be circulated for a 15-day comment period (<http://www.cde.ca.gov/be/ag/ag/yr14/documents/jul14item11.doc>). The SBE also took action to readopt the emergency regulations governing expenditure of supplemental and concentration funds and the LCAP template, which were otherwise set to expire in advance of the adoption of permanent regulations (<http://www.cde.ca.gov/be/ag/ag/yr14/documents/jul14item16.doc>).

September 2014: The CDE provided a status update regarding issues specific to the implementation of LCFF and the development of the LCAP (<http://www.cde.ca.gov/be/ag/ag/yr14/documents/sep14item17.doc>). The discussion included a report on the initial work of the Evaluation Rubric Design Group; a summary of the changes to LCFF provisions that align income verification requirements for LCFF more closely to the requirements for the National School Lunch Program; an overview of the LCAP review and approval process conducted both by CDE and the COEs; a report on the additional functionality within the California Longitudinal Pupil

Achievement Data System (CALPADS) that allows LEAs to identify foster youth enrolled in each school; an overview of services for foster youth, including tools and promising practices, that CDE makes available to districts and COEs; and a presentation by an advocacy organization, FosterEd, addressing issues specific to foster youth and providing an overview of the ways in which select districts addressed foster youth services in the 2014–15 LCAP.

In separate items, the SBE approved proposed changes to the permanent regulations governing expenditure of supplemental and concentration funds and the LCAP template, and directed that the changes be circulated for a 15-day comment period (<http://www.cde.ca.gov/be/ag/ag/yr14/documents/sep14item18.doc>). The SBE also took action to readopt the emergency regulations governing expenditure of supplemental and concentration funds and the LCAP template, which were otherwise set to expire in advance of the adoption of permanent regulations (<http://www.cde.ca.gov/be/ag/ag/yr14/documents/jul14item16.doc>).

FISCAL ANALYSIS (AS APPROPRIATE)

The 2014 Budget Act provides an increase of \$5.6 billion over the 2013 Budget Act level of \$55.3 billion for a total of \$60.9 billion in Proposition 98 funding for 2014–15. The budget appropriates \$4.7 billion of this Proposition 98 funding to school districts and charter schools and \$25.9 million for COEs to support the second year of LCFF implementation. The second-year investment in the LCFF is projected to close over 29 percent of the remaining funding gap for school districts and charter schools, and close the entire funding gap for COEs. COEs receive a county operations grant to cover the cost of county oversight of school districts, among other operational responsibilities (*EC* Section 2575 subdivision [I]).

ATTACHMENT(S)

Attachment 1: Update on Local Control Funding Formula Issues and Resources
(7 Pages)

Attachment 2: Evaluation Rubric Development (provided by WestEd) (3 pages)

Attachment 3: Year Two: COE Plans for LCAP Support (presentation slides provided by CCSESA) (11 pages)

Update on Local Control Funding Formula Issues and Resources

Overview

Below is an update about key issues identified by the State Board of Education (SBE) as topics for further discussion or clarification. Each topic is introduced, followed by a brief status update. Suggested resources to support local planning activities are included where available. These topics will be updated and new topics will be added as local educational agencies (LEAs) transition through the Local Control and Accountability Plan (LCAP) implementation phases.

California Longitudinal Pupil Achievement Data System and Foster Youth Data

The September 2014 Local Control Funding Formula (LCFF) update item described the progress of collaboration between the California Department of Education (CDE) and the California Department of Social Services (CDSS) to make data about foster youth available to the district or county office of education (COE) in which a foster youth is enrolled on a weekly basis. The data, accessible to LEAs via the California Longitudinal Pupil Achievement Data System (CALPADS), includes the status of the student's foster placement as well as information about services being provided by other local social service agencies.

The final phase of the implementation of this new functionality in CALPADS was dependent on the completion of a memorandum of understanding (MOU) between the CDE and the CDSS in order to allow sharing of foster data between the Child Welfare System/Case Management System and CALPADS. After a lengthy and intricate process involving CDE program, data management, and legal staff, the MOU is now finalized and signed by both parties. The CDE received the data file in mid-October and began necessary testing prior to entering the data into CALPADS.

As of this writing, the testing phase is nearing completion and LEAs have been notified that foster youth data and related reports are to be loaded into CALPADS beginning October 31, 2014. The CDE anticipates that authorized LEA staff will be able to access foster youth reports for the first time during the week of November 3, 2014. CDE staff will continue to work with the CDSS to ensure that, to the extent possible, complete and accurate data about foster youth is available in CALPADS.

Finally, the CDE is developing a self-paced training module for the CALPADS foster functionality which will be accessible to LEAs online. The training will include information about the security role required for staff to access the foster information as well as other considerations for appropriate use of foster youth information to best serve their needs in a manner consistent with student privacy protections. In addition, the CDE's Coordinated Student Support Division is prepared to reach out to Foster Youth Services Coordinators in each county to assist with resources and support to enable them to design more effective services and programs for foster youth.

Review of County Office of Education 2014 Local Control and Accountability Plans

As stated in September, the CDE received 65 LCAPs for the 2014–15 school year. As required by statute, CDE reviewed the LCAPs of the 58 COEs and the LCAPs of the seven districts that are the sole district within a county. Most plans were submitted within the required timeframe, and most received an initial review within the first two weeks of receipt. Program and fiscal staff within the CDE reviewed each LCAP, first independently, then collaboratively, to identify plan elements requiring clarification.

In those cases where clarification was deemed necessary, CDE staff contacted the COE or district by phone to seek clarification, and a majority of the requests for clarification were completed within a few days of the initial notification. In a small number of instances, the clarification process was not completed by August 15, 2014, the date by which LEAs were to be notified in writing of such requests. CDE then submitted a written request for clarification to those LEAs, and it subsequently received the necessary clarifications from the affected LEAs. CDE has now approved 65 LCAPs. CDE began notifying COEs and districts of LCAP approvals in late August and continued until all 65 LEAs were subsequently notified.

The LCFF calls for broad “system changes” for the delivery of K-12 education, and the LCAP is a key element of the changes. In the 2014–15 school year, LEAs were required to rapidly transition to development and implementation of an LCAP, engage stakeholders in the process, and establish goals and planned actions to achieve those goals under the 8 state priorities (10 for COEs). The emergency regulations governing the expenditure of LCFF supplemental and concentration funds and the template for the LCAP were finalized and adopted in January 2014, two months ahead of the statutory deadline, providing LEAs a little more than five months to complete their first LCAPs. During this time, the CDE responded to questions and comments from practitioners and advocates seeking clarification about the requirements of the statute and about how those requirements should be demonstrated in the LCAP template. We noted that despite some confusion as questions were asked and answered, practitioners- districts, COEs, and charters- communicated a commitment to completing an LCAP that met the intent of the statute. Thus, this year was widely regarded as a learning year for all LEAs and the CDE in terms of LCAP development and review. These perceptions are reiterated in a research brief released in late October entitled “Toward a Grand Vision: Early Implementation of California’s Local Control Funding Formula” (<http://www.sri.com/work/publications/toward-grand-vision-early-implementation-californias-local-control-funding-formula>).

Despite these initial implementation issues, there were areas of strength in the first-year LCAPs. Many plans reviewed by the CDE included goals and actions to particularly address the needs of English learners and foster youth. Several plans provided especially detailed goals, actions, and services to address implementation of Common

Core State Standards. Some plans provided in-depth descriptions of new methods of outreach to parents and plans to promote stronger parent involvement.

Many of the public comments the CDE received about the LCAP template during the rulemaking process proposed modifications to the template in order to make it easier to use and to read—for the community, other stakeholders, practitioners, and reviewers alike. As a result, changes to the template were made, and those changes have been generally well-received. CDE staff believes the experiences from this year combined with the changes to the template will result in LCAPs for 2015-16 that better describe LEA goals, actions, and services to address the state priorities and that meet the needs of all students.

The most notable improvement the CDE expects to see in LCAPs is more clarity in expressing goals and actions to address each of the state priorities for all students and for each student group. For example, there was tension between the requirement to address all priorities, many with multiple indicators, and at the same time maintain a number of plan goals that was considered reasonable and manageable in the local context in a one-, two-, or three-year period. As a result, in some instances it was difficult to clearly ascertain that a plan had addressed all state priorities. In such cases, CDE staff contacted the LEA for clarification before approving the plan.

Once the permanent regulations are finalized and approved, CDE program staff will be able to dedicate resources during the remainder of this school year to providing technical assistance to all LEAs and specifically to the COEs for the development of the 2015–16 LCAP. Current plans include:

- Sharing LCAP review guidelines well in advance with COE staff
- Collecting sample segments of 2014 LCAPs that conveyed information clearly
- Providing small group or individual coaching sessions to COEs beginning in late winter

Review of District 2014 Local Control and Accountability Plans

The California County Superintendents Educational Services Association (CCSESA) represents the 58 COEs, most of which were responsible for approving LCAPs for districts within the county. The exceptions are the seven COEs that are single-district counties; their district LCAPs were reviewed by the CDE. Under the leadership of CCSESA, the Business and Administration Steering Committee (BASC) and the Curriculum and Instruction Steering Committee (CISC) have collaborated to create and provide:

- LCAP-related training to COEs to offer to their respective districts

- The CCSESA LCAP Approval Manual: A Guide for Review and Approval of District LCAPs

Stan Mantooth, County Superintendent of Ventura County and current President of the CCSESA Board of Directors; Terena Mares, Deputy Superintendent of Marin County Superintendent of Schools and Chair of BASC; and Gary Waddell, Deputy Superintendent from San Mateo County Office and current Chair CISC are here to provide an update on the approval of district LCAPs. They will also discuss plans to provide updated resources and technical assistance to LEAs in 2014-15.

Additional Implementation Guidance: State Standards and Charter Authorizers

The second state priority to be addressed in the LCAPs is the “implementation of the academic content and performance standards adopted by the state board . . .” To ensure that LEAs are informed about the comprehensive nature of this priority, the CDE has posted a new Frequently Asked Question (FAQ) on the LCFF web page both to list the standards currently adopted by the SBE and to provide a link to the SBE’s Content Standards web page at <http://www.cde.ca.gov/fg/aa/lc/lcfaq.asp>. As the FAQ makes clear, LCAPs must address *all* the state standards, including California Common Core State Standards in Math and Reading Language Arts, as well as English Language Development, Next Generation Science Standards, and others, as identified in the FAQ.

The CDE has also received requests for clarification about the process of charter LCAP development and submission. During this initial implementation period, the CDE has responded to authorizers’ and charter operators’ inquiries, including some regarding the manner in which the process for adopting a charter LCAP differs from the process of adoption for districts and COEs. CDE has posted FAQs that address many issues concerning charter school LCAPs at <http://www.cde.ca.gov/fg/aa/lc/lcfaq.asp>. Included in the FAQs is information clarifying that the charter authorizer does not approve a charter LCAP, but does review the LCAP as part of its regular oversight duties in accordance with statute. In addition, the LCAP template specifies that a charter school LCAP description of goals for the state priorities may be modified to meet the grade levels served and the nature of the program provided by the charter, including any modifications to reflect only California *Education Code (EC)* requirements specifically applicable to charter schools. Finally, CDE and SBE staff are currently working together to draft additional guidance for authorizers to address the responsibility of the authorizer receiving the charter LCAP as well as in approving charter petitions.

Plan Alignment Update

In October 2014, the SBE received a memo providing a status update on the work to align plans. The first work the Plan Alignment and Coordination Project (PACP) completed was an initial identification and analysis of planning requirements for districts receiving state or federal funding. More than 45 plans were associated with various

mandated plans, reports, and other grant-related requirements. The PACP narrowed its focus to those plans mandated by *EC*, federal law, and state and federal regulations, a decision which was supported by feedback from LEAs and other stakeholders.

As a result of its analysis, the PACP selected four key plans for continued work: the LCAP; the LEA Plan, including Program Improvement plans and Title III Years 2 and 4 plans; the Single Plan for Student Achievement; and the Single School District Plan. The PACP then turned its attention to identifying each plan's state and/or federal requirements. The October memo included an updated timeline for the PACP's continued work.

At the same time, the PACP distributed a survey in August 2014 to approximately 2,500 recipients, including all district and county office superintendents, charter school administrators, and state and federal program directors. Approximately 650 respondents provided feedback validating the selection of the four plans identified by the PACP for its initial work. The survey also asked respondents to identify priorities for streamlining the planning process; the three most commonly identified priorities were sensitivity to the time constraints of meeting annual timelines, clarity of state and federal laws, and usability of the template.

Electronic Template Development

Local Agency Systems Support and Technology Services staff have met several times over the past year to continue progress on development of an electronic template for the LCAP. When a timeline for the release of an electronic template was originally developed earlier this year, it was based on the expectation that there would be few significant changes to the template adopted by the SBE as part of the emergency regulations in January 2014. However, among the comments the CDE received within the 45-day public comment period that concluded in March as part of the initial rulemaking package were proposed modifications to address perceived gaps and confusion in the use of the template. Comments from both practitioners and community stakeholder groups expressed several suggestions that they believed would simplify the template and improve transparency.

Thus, CDE and SBE staff made significant revisions to the template portion of the regulations, and in July 2014, the SBE adopted a modified version of the LCAP template that was circulated for a 15-day public comment period. Comments, both oral and written, from practitioners and community stakeholders alike, expressed general satisfaction that this version would result in an LCAP more likely to meet the intent and purposes of the LCFF statute. The CDE received additional comments regarding proposed changes to the template during the second 15-day comment period, but those comments addressed much more narrow adjustments to language or layout and have resulted in less significant modifications to the template. Once the first 15-day public comment period concluded in late July 2014, the work to design the electronic template

was able to continue with greater confidence that a final version of the template was nearing completion.

Program and technology staff worked together to create a mockup of the data entry portion of an electronic LCAP template that was developed based on the proposed versions of the LCAP template adopted by the SBE in July 2014 and modified in September 2014 as part of the permanent regulations process. In these staff meetings, the programmer has raised a number of questions that arise in the template design and programming process. A small sample of these questions follows:

- What does the LEA staff see when entering data into the plan?
- What are the desired user features (e.g., text formatting options, hyperlinks)?
- What are some of the desired error checks? For example, can a plan be submitted if all state priorities are not addressed?
- When is a plan considered final and ready for the review and approval process?
- What is an appropriate process for an LEA that revises the LCAP during the school year? And for the reviewer?
- Is there an expectation that the system will retain historical data? If so, at what level and for how long?

CDE and SBE staff will continue to resolve these questions as the programming work proceeds.

Additionally, as referenced above, there is a statutory requirement to develop a template that will allow an LEA to complete an LCAP that also meets the requirements of the LEA Plan. SBE and CDE staff have discussed similarities and differences between the LCAP and the LEA Plan in anticipation of the recommendations from the Plan Alignment and Coordination Project work group. The outcome of that analysis and any decisions that result are likely to further influence the design of the electronic template.

Finally, *EC 52060(f)* and *52066(f)* state: "To the extent practicable, data reported in a local control and accountability plan shall be reported in a manner consistent with how information is reported on a school accountability report card." SBE and CDE staff have discussed whether an electronic template can access data that the state collects for the School Accountability Report Card, and if so, to whom and how would the data be available, and to what degree would such data be of practical use in the development of the LCAP or the annual update. Staff continues to explore this topic to determine whether it is a consideration in the development of the electronic template.

Once the final regulations governing the template are adopted by the SBE and approved by the Office of Administrative Law, the initial draft version of the electronic template can be finalized. The next phase of development is to field test the template before making it available to all LEAs. It is anticipated that the field test will make the template available to a number of LEAs in time for the 2015-16 annual update cycle. Staff will continue to develop a detailed plan for field testing, including the release of a field test version, support to LEAs involved in field testing, and collection of feedback to inform modifications to the electronic version of the template.

Evaluation Rubric Development

(provided by WestEd; Jannelle Kubinec presenting)

California *Education Code (EC)* Section 52064.5 requires that the State Board of Education (SBE) adopt evaluation rubrics on or before October 1, 2015. The evaluation rubrics will allow local educational agencies (LEAs) to evaluate their strengths, weaknesses, and areas that require improvement; assist county superintendents of schools to identify needs and focus technical assistance; and assist the Superintendent of Public Instruction to direct interventions when warranted. Furthermore, the rubrics should provide standards for school districts and individual school site performance and expectations for improvement as related to the identified Local Control Funding Formula (LCFF) priorities.

The evaluation rubrics are an integral part of the LCFF performance and accountability system. Once developed, the rubrics will serve as tools to ensure LEAs are able to align resources to implement strategies that result in meaningful student outcomes. The rubrics will also direct attention to areas in need of additional support to meet the adopted standards for district and school performance relative to the state and local priorities.

Regional and Web Dialogue Input Sessions

On behalf of the SBE, WestEd organized four regional input sessions to gather insights to inform the development of evaluation rubrics (September 15, Sacramento; September 16, Redwood Shores, September 22, Fresno and Downey). These sessions provided an opportunity to gather insights about the evaluation rubric development process. In addition to the in-person sessions, WestEd also facilitated an online web dialogue from September 18-22. A total of 137 people participated in one of the in person regional input sessions, with an additional 55 people registering for the web dialogue, of which approximately 21 actively contributed to the dialogue.

Participants included district, county, charter, and school leaders; teachers; students; parents; representatives from community advocacy groups, education management groups, and employee bargaining units. Students actively participated in both the San Mateo County and Fresno County locations.

Participants were asked to offer input regarding the purpose, expectations, and value of the evaluation rubrics. Major themes from the input gathered included, evaluation rubrics should provide:

- Tools to help LEAs assess whether they are meeting state and local priorities and goals
- Identification of best practices to guide continuous improvement
- Transparency and accessibility of plans

- Clarification regarding indicators of quality and performance
- Outcomes that are measurable for all students and significant subgroups
- Information that is accessible, transparent, and easy to navigate by multiple audiences (parents, students, teachers, community members, etc.)
- A basis for comparison between districts
- A tool that fits for all LEAs that allows for variation in size, type, location, demographics, etc.

A full summary of the feedback received is available at <http://lcff.wested.org/category/evaluation-rubrics/>. Additional regional input opportunities are planned for January and April 2015, with targeted opportunities to gather input from parents and students.

Policy Stakeholder Input Session

On October 10, 2014, approximately 60 representatives from statewide and community-based organizations participated in an input session held in Sacramento. The input sought from the policy group built upon feedback received from the regional input sessions. Participants were asked to share feedback regarding how the evaluation rubrics could help reinforce promising practices and improve weaker practices, how the evaluation rubrics complement existing work to support equity, and how to develop evaluation rubrics that are simple and complete. There was broad agreement across several themes:

- The evaluation rubrics should focus on growth, student needs, impact for all subgroups, resource alignment, and the state priorities.
- The evaluation rubrics should distinguish between assessing and providing resources that support effective process, implementation, and outcomes.
- There could be options for a simple display as well as supporting details to balance simple with complete.
- The evaluation rubrics and related tools should be accessible, which would include being in parent friendly language as well as multiple languages to ensure broad access.
- The evaluation rubrics should not check for compliance, but should support positive changes; furthermore, the evaluation rubrics may complement, but are not a substitute, for the state accountability system.

A full summary of the feedback received is available at <http://lcff.wested.org/category/evaluation-rubrics/>. Additional policy stakeholder input opportunities are planned for January and April 2015.

Evaluation Rubric Design Group

The Evaluation Rubric Design Group (RDG) was formed to process and reflect on feedback from stakeholders. The RDG consists of leaders from districts, charter

schools, county offices of education, and school sites. The RDG met on October 2, 2014, and reflected on research regarding indicators, dashboards, and rubrics used by educational agencies to inform continuous improvement. The RDG will be working to develop options that will be vetted as part of future regional and policy stakeholder input sessions.

Rubric Creation Timeline	
August 2014	WestEd commences facilitation and outreach for participation in the RDG and develops a plan to engage and gather input from working groups. Update below.
Summer/Fall 2014	WestEd convenes the RDG to plan a timeline for future meetings and establish working principles, and organizes and facilitates sessions with various working groups for preliminary input.
Spring 2015	The RDG completes a first draft of evaluation rubrics to include as part of an update to the SBE.
Spring/Summer 2015	WestEd organizes and facilitates follow-up sessions with various working groups regarding draft evaluation rubrics.
July 2015	WestEd presents an updated draft of the evaluation rubrics for review and comment by the SBE prior to adoption.
September 2015	Evaluation rubrics adopted by the SBE.

This is a working timeline and is subject to change, with additional meetings scheduled if needed.

YEAR TWO: COE PLANS FOR LCAP SUPPORT

**STATE BOARD OF EDUCATION
NOVEMBER 14, 2014**



California County Superintendents
Educational Services Association

Stan Mantooh, Ventura COE

President, CCSESA

Terena Mares, Marin COE

Dr. Gary Waddell, San Mateo COE

Business and Administration Steering Committee (BASC) Curriculum and Instruction Steering Committee (CISC) Chair
Chair

LCAP Year One Experience Recap

CISC conducted a follow-up to the August 2014 survey of COEs in October 2014

- LCAP Status Check by October 8, 2014 Deadline
- Clarification Processes in year 1 were reported by COEs as primarily informal (76%) or a mixture of formal and informal (24%)

LCAP Year One Experience Recap

Leveraging Learnings and Opportunities for LCAP Year Two

- Lessons learned from year one
 - Collaboration between instruction and business
 - Thoughtful stakeholder engagement processes
 - Managing data collection and analysis as required by the metrics
 - Addressing the state priorities
 - Managing the development, timeline, and alignment of the work
- Benefit of full year of implementation
- Adoption of the permanent regulations and revised template

LCAP Year Two: Survey Themes

Initial Plans from COEs for LCAP Year Two

- Most COEs began Professional Development and training/support processes early in the 2014-15 school year
- CCSESA Manual and Clarification Tables were used in 2013-14 school year for consistency
- COEs will continue to leverage collaboration between curriculum & business as they form LCAP Support & Review teams
- COEs are sharing tools/resources that they have developed

LCAP Year Two: Survey Themes

Support and Technical Assistance Offered by County Offices of Education

- COEs will provide technical assistance primarily through:
 - Individual, contextualized training and support to LEAs (95%)
 - Professional development provided to LEA teams (84%)
- Examples of support and review activities for LEAs:
 - Professional development on LCAP regulations and template
 - Ongoing support provided through county monthly support and networking meetings
 - Technical assistance during LCAP development
 - Support provided during review and after review



LCAP Year Two: Survey Themes

Examples of COE Support and Training

- Plan alignment
- First Year Learnings – District Feedback Loop
 - Utilizing first year technical assistance review sessions
 - COEs provide differentiated support systems for districts
- Ongoing LCAP assistance with implementing and monitoring goal progress
 - Midcourse adjustments to goals and actions
 - Communicating LCAP Year 2 changes to stakeholders
- County Offices are being asked to serve as a facilitator of district to district conversations and sharing of best practices.
 - Budget Alignment to LCAP
 - Analysis and use of metrics
- Develop and sharing of strategies to engage traditionally under represented stakeholders



LCAP Year Two: Resources

- Update to the CISC/BASC LCAP Toolkit
 - Focus of Revision
 - Rollout in November 2014
- 2015-16 Edition of the CCSESA LCAP Manual
 - Update targeted for release in Feb/Mar 2015
- Fall BASC Workshops aligning AB1200 and LCAP approval processes
 - Minimum Proportionality
 - Proposed permanent regulations and revised template
- Continued support provided to COEs through CISC and BASC related to their work with LEAs

LCAP Year Two: COE Support

Capacity Building for COEs

- Ongoing Technical Assistance and Support Through CISC and BASC
 - Leveraging CISC and BASC existing meeting structures
 - Supporting COEs in providing both technical assistance as well as professional development to LEAs
 - Support and collaboration through development of shared resources and learning



LCAP Year Two and Beyond

On the Horizon...

- The development and adoption of the evaluation rubrics
 - CISC and BASC participation on Rubric Design Team
- Workload Increase for COEs
 - Capacity to respond to increase in workload varies by COE
- The support of the California Collaborative for Educational Excellence
- Ongoing contextualized COE support and assistance

Thank You to the State Board of Education for your Leadership, Partnership, and Support.

Stan Mantooh, Ventura COE

President, CCSESA

Terena Mares, Marin COE

Dr. Gary Waddell, San Mateo COE

Business and Administration Steering Committee (BASC) Curriculum and Instruction Steering Committee (CISC) Chair
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California State Board of Education
Meeting Agenda Items for November 13-14, 2014

ITEM 14



CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2014 AGENDA

SUBJECT	
Local Control Funding Formula Spending Requirements and Local Control and Accountability Plan – Adopt Proposed <i>California Code of Regulations</i> , Title 5, Sections 15494 -15497.5.	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing

SUMMARY OF THE ISSUE(S)

In January, the State Board of Education (SBE) commenced the regular rulemaking process to adopt permanent regulations, as required by California *Education Code (EC)* sections 42238.07 and 52064. (See January 2014 Agenda Item 21 at <http://www.cde.ca.gov/be/ag/ag/yr14/documents/jan14item21.doc>.) The proposed regulations govern the expenditure of Local Control Funding Formula (LCFF) supplemental and concentration grant funds. The proposed permanent regulations also include the Local Control and Accountability Plan (LCAP) template specified in *EC* Section 52064 for use by local educational agencies to support local adoption and annual review of the LCAP. The proposed permanent regulations were circulated for a 45-day written comment period, and a public hearing was held on March 17, 2014. At the public hearing, two participants provided written and oral statements on the proposed regulations. By the close of the public comment period on March 17, 2014, at 5 p.m., approximately 2,300 written public comment letters had been received.

At its July 2014 meeting, the SBE adopted proposed changes to the permanent regulations. Changes were proposed for both the expenditure regulations and the LCAP template. The changes proposed for the expenditure regulations included the addition of definitions in Title 5, *California Code of Regulations (5 CCR)*, Section 15495, to provide clarity for certain terms used in the LCAP template. Changes were also proposed to require additional description from a school district, charter school, or county office of education when supplemental and concentration grant funds are to be used on a districtwide, charterwide, countywide, or schoolwide basis. *EC* Section 15496(c) was deleted and a new *EC* Section 15497 was added to provide further clarity regarding county superintendents' oversight responsibilities under *EC* Section 52070(d)(3) regarding the LCAP's adherence to the expenditure regulations.

In addition, at its July 2014 meeting, the SBE adopted changes to the proposed Local Control and Accountability Plan and Annual Update Template (5 *CCR*, Section 15497.5). The template was redesigned in response to public comment and to questions from the field as practitioners developed the 2014-15 LCAP. The changes included addition of a new Section 2 Goals, Actions, Expenditures and Progress

Indicators Table; an Annual Update Table; and division of Guiding Questions into two sections, one to guide goal development and one to guide review of goals in the Annual Update Table. (See July 2014 Agenda Item 11 at <http://www.cde.ca.gov/be/ag/ag/yr14/documents/jul14item11.doc>.)

At its September 2014 meeting, the SBE adopted proposed changes to the permanent regulations, including both the expenditure regulations and the LCAP template, in response to public comment. The changes proposed for the expenditure regulations include the addition of a definition of “parents” in 5 CCR, Section 15495, to provide clarity for the term used in the LCFF regulations. Also, the definition of “consult with pupils” was modified to clarify that such consultation means a process to enable all pupils, including numerically significant pupil subgroups, to review and comment on the development of the LCAP.

Adopted changes to the proposed Local Control and Accountability Plan and Annual Update Template (5 CCR, Section 15497.5) include the reordering of the template instructions to better align with the order of the template components. Changes made to the goal table include the addition of a section entitled “Related State and/or Local Priorities” to facilitate linking goals to related state priorities. The annual update table was redesigned to create consistency in reporting outcomes related to goals. Further, “Actual Expenditures” was changed to “Estimated Actual Annual Expenditures” in response to concerns that actual expenditures are not available in time for the approval of the LCAP.

The proposed changes to the proposed LCFF expenditure regulations and LCAP template adopted by the SBE at its September 2014 meeting were circulated for a second 15-day public comment period, which took place from September 6, 2014 through September 22, 2014. Twelve public comments were received.

No further changes to the proposed permanent regulations are made in response to public comments received during the second 15-day comment period. The proposed permanent regulations with the clarifying changes made in response to the 45-day comment period and the 15-day comment period are set forth in Attachment 3. A draft summary of the public comments and proposed responses and changes is included in the chart incorporated in the Final Statement of Reasons (FSR). (See Attachment 4.)

RECOMMENDATION

It is recommended the SBE take the following actions:

- Approve the Final Statement of Reasons and Chart;
- Adopt the proposed regulations;
- Direct the CDE to submit the rulemaking file to the Office of Administrative Law (OAL) for approval; and

- Authorize the CDE, in consultation with SBE staff, to take any necessary action or make technical edits or corrections consistent with the SBE's action, to respond to any direction or concern expressed by the OAL during its review of the rulemaking file

CRITICAL CHANGES MADE TO EXPENDITURE REGULATIONS

No substantive changes were made to the Expenditure Regulations in response to the second 15-day public comment period.

CRITICAL CHANGES MADE TO LCAP TEMPLATE

No substantive changes were made to the LCAP Template in response to the second 15-day public comment period.

BRIEF HISTORY OF KEY ISSUES

For an overview and brief history of the LCFF legislation and key issues, please refer to Item 20 of the SBE meeting in January 2014, located on the SBE Web site at <http://www.cde.ca.gov/be/ag/ag/yr14/documents/jan14item20.doc>

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

At its January 2014 board meeting, the SBE took the following actions:

- Approved the Notice of Proposed Rulemaking (Notice)
- Approved the Initial Statement of Reasons (ISOR)
- Approved the proposed regulations
- Directed the CDE to commence the rulemaking process
- Authorized the CDE, in consultation with SBE staff, to take any necessary action, consistent with SBE's action, to respond to any direction or concern expressed by the OAL during its review of the Notice, ISOR, and proposed regulations

At its July 2014 board meeting, the SBE took the following actions:

- Approved the proposed changes to the proposed regulations
- Directed that the proposed changes be circulated for a 15-day public comment period in accordance with the Administrative Procedure Act

- Authorized the CDE, in consultation with SBE staff, to finalize the FSR to reflect the SBE's comments or considerations or make any necessary technical formatting edits or corrections
- Directed the CDE to convene a public meeting during the 15-day public comment period for the purpose of receiving input from practitioners and other interested groups regarding the proposed changes to the LCAP template
- If no relevant comments to the proposed changes were received during the 15-day public comment period, the proposed regulations with changes are deemed adopted, and the CDE is directed to complete the rulemaking package and submit it to the OAL for approval
- If any relevant comments to the proposed changes were received during the 15-day public comment period, the CDE was directed to place the proposed regulations on the September 2014 agenda for action
- Authorized the CDE, in consultation with SBE staff, to take any necessary action or make technical edits or corrections consistent with the SBE's action, to respond to any direction or concern expressed by the OAL during its review of the rulemaking file

At its September 2014 board meeting, the SBE took the following actions:

- Approved the proposed changes to the proposed regulations
- Directed that the proposed changes be circulated for a second 15-day public comment period in accordance with the Administrative Procedure Act
- Authorized the CDE, in consultation with SBE staff, to finalize the FSR to reflect the SBE's comments or considerations or make any necessary technical formatting edits or corrections
- If no relevant comments to the proposed changes were received during the second 15-day public comment period, the proposed regulations with changes are deemed adopted, and the CDE is directed to complete the rulemaking package and submit it to the OAL for approval
- If any relevant comments to the proposed changes are received during the second 15-day public comment period, the CDE was directed to place the proposed regulations on the November 2014 agenda for action
- Authorized the CDE, in consultation with SBE staff, to take any necessary action or make technical edits or corrections consistent with the SBE's action, to respond to any direction or concern expressed by the OAL during its review of the rulemaking file.

FISCAL ANALYSIS (AS APPROPRIATE)

An Economic and Fiscal Impact Statement is provided as Attachment 5.

ATTACHMENT(S)

Attachment 1: Proposed Amended Regulations and LCAP Template (38 Pages)

Attachment 2: Proposed Amended Regulations and LCAP Template – no underline/strikethrough on Expenditure Regulations and LCAP Template (22 Pages)

Attachment 3: Final Statement of Reasons (8 Pages)

Attachment 4: Final Statement of Reasons Chart – Responses to 45-Day, First 15-Day, and Second 15-Day Comments (98 Pages)

Attachment 5: The Economic and Fiscal Impact Statement (STD. 399) (4 pages)

- 1 • The State Board of Education has illustrated changes to the original text in the
2 following manner: text originally proposed to be added is underlined; text proposed to
3 be deleted is displayed in ~~strikeout~~.
- 4 • The 15-day text proposed to be added is displayed in "**bold underline**," deleted text
5 is displayed in "~~bold strikeout~~."
- 6 • The 2nd 15-day text proposed to be added is displayed in "double underline," deleted
7 text is displayed in "~~double strikeout~~."

8 9 Title 5. EDUCATION

10 Division 1. California Department of Education

11 Chapter 14.5. Local Control Funding Formula

12 Subchapter 1. Local Control Funding Formula Spending Regulations for 13 Supplemental and Concentration Grants and Local Control and Accountability 14 Plan Template

15 Article 1. Local Control and Accountability Plan and Spending Requirements for 16 Supplemental and Concentration Grants

17 18 § 15494. Scope.

19 (a) This chapter applies to all local educational agencies (LEAs) as defined in
20 section 15495(b)(d).

21 (b) Funding restrictions specified in Education Code section 42238.07 apply to local
22 control funding formula (LCFF) funds apportioned on the basis of unduplicated pupils
23 pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03.

24 (c) The local control and accountability plan (LCAP) shall demonstrate how services
25 are provided according to this chapter to meet the needs of unduplicated pupils and
26 improve the performance of all pupils in the state priority areas.

27 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:
28 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,
29 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section
30 6312.

31 32 § 15495. Definitions.

33 In addition to those found in Education Code sections 2574, 42238.01, and
34 42238.02, the following definitions are provided:

1 **(a) “Consult with pupils,” as used in Education Code sections 52060, 52066,**
2 **and ~~47605.5~~ 47606.5, means a process to enable for the presentation of the LCAP to**
3 **pupils, including unduplicated pupils and other numerically significant pupil subgroups,**
4 **to for review and comment on the development of the LCAP. This process may**
5 **include, but is not limited to, surveys of pupils, forums with pupils, pupil advisory**
6 **committees, or meetings with pupil government bodies or other groups**
7 **representing pupils.**

8 **(b) “English learner parent advisory committee,” as used in Education Code**
9 **sections 52063 and 52069 for those school districts or schools and programs**
10 **operated by county superintendents of schools whose enrollment includes at**
11 **least 15 percent English learners and at least 50 pupils who are English learners,**
12 **shall be composed of a majority of parents, as defined in subdivision (e), or legal**
13 **guardians of pupils to whom the definition of in Education Code section**
14 **42238.01(c) applies. A governing board of a school district or a county**
15 **superintendent of schools shall not be required to establish a new English**
16 **learner parent advisory committee if a previously established committee meets**
17 **these requirements.**

18 **(a)(c) “Local control and accountability plan (LCAP)” means the plan created by an**
19 **LEA pursuant to Education Code sections 47606.5, 52060, or 52066, and completed in**
20 **conformance with the LCAP and annual update template found in section ~~15497~~**
21 **15497.5.**

22 **(b)(d) “Local educational agency (LEA)” means a school district, county office of**
23 **education, or charter school.**

24 **(e) “Parents” means the natural or adoptive parents, legal guardians, or other**
25 **persons holding the right to make educational decisions for the pupil pursuant to**
26 **Welfare and Institutions Code section 361 or 727 or Education Code sections 56028 or**
27 **56055, including foster parents who hold rights to make educational decisions.**

28 **(f)(e) “Parent advisory committee,” as used in Education Code sections 52063**
29 **and 52069, shall be composed of a majority of parents, as defined in subdivision (e),**
30 **or legal guardians of pupils and include parents or legal guardians of pupils to**
31 **whom one or more of the definitions of in Education Code section 42238.01 apply.**

1 **A governing board of a school district or a county superintendent of schools**
2 **shall not be required to establish a new parent advisory committee if a previously**
3 **established committee meets these requirements, including any committee**
4 **established to meet the requirements of the federal No Child Left Behind Act of**
5 **2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of Title**
6 **I of that act.**

7 ~~(g)(f)(c)~~ “Prior year” means one fiscal year immediately preceding the fiscal year for
8 which an LCAP is approved.

9 ~~(g)~~ “Required metric” means all of the specified measures and standards objectives
10 for each state priority as set forth in Education Code sections 52060(d) and 52066(d),
11 as applicable.

12 ~~(h)(d)~~ “Services” as used in Education Code section 42238.07 may include, but are
13 not limited to, services associated with the delivery of instruction, administration,
14 facilities, pupil support services, technology, and other general infrastructure necessary
15 to operate and deliver educational instruction and related services.

16 ~~(i)(e)~~ “State priority areas” means the priorities identified in Education Code sections
17 52060 and 52066. For charter schools, “state priority areas” means the priorities
18 identified in Education Code section 52060 that apply for the grade levels served or the
19 nature of the program operated by the charter school.

20 **(j) “Subgroup” means the numerically significant pupil subgroups identified**
21 **pursuant to Education Code section 52052.**

22 ~~(k)(f)~~ “to improve services” means to grow services in quality.

23 ~~(l)(g)~~ “to increase services” means to grow services in quantity.

24 ~~(m)(h)~~ “unduplicated pupil” means any of those pupils to whom one or more of the
25 definitions included in Education Code section 42238.01 apply, including pupils eligible
26 for free or reduced price meals, foster youth, and English learners.

27 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:
28 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,
29 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section
30 6312.

31

1 **§ 15496. Requirements for LEAs to Demonstrate Increased or Improved Services**
2 **for Unduplicated Pupils in Proportion to the Increase in Funds Apportioned for**
3 **Supplemental and Concentration Grants.**

4 (a) An LEA shall provide evidence in its LCAP to demonstrate how funding
5 apportioned on the basis of the number and concentration of unduplicated pupils,
6 pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03 is used to
7 support such pupils. This funding shall be used to increase or improve services for
8 unduplicated pupils as compared to the services provided to all pupils in proportion to
9 the increase in funds apportioned on the basis of the number and concentration of
10 unduplicated pupils as required by Education Code section 42238.07(a)(1). An LEA
11 shall include in its LCAP an explanation of how expenditures of such funding meet the
12 LEA's goals for its unduplicated pupils in the state priority areas. An LEA shall
13 determine the percentage by which services for unduplicated pupils must be increased
14 or improved above services provided to all pupils in the fiscal year as follows:

15 (1) Estimate the amount of the LCFF target attributed to the supplemental and
16 concentration grants for the LEA calculated pursuant to Education Code sections
17 42238.02 and 2574 in the fiscal year for which the LCAP is adopted.

18 (2) Estimate the amount of LCFF funds expended by the LEA on services for
19 unduplicated pupils in the prior year that is in addition to what was expended on
20 services provided for all pupils. The estimated amount of funds expended in 2013-14
21 shall be no less than the amount of Economic Impact Aid funds the LEA expended in
22 the 2012-13 fiscal year.

23 (3) Subtract subdivision (a)(2) from subdivision (a)(1).

24 (4) Multiply the amount in subdivision (a)(3), by the most recent percentage
25 calculated by the Department of Finance that represents how much of the statewide
26 funding gap between current funding and full implementation of LCFF is eliminated in
27 the fiscal year for which the LCAP is adopted.

28 (5) Add subdivision (a)(4) to subdivision (a)(2).

29 (6) Subtract subdivision (a)(5) from the LEA's total amount of LCFF funding pursuant
30 to Education Code sections 42238.02 and 2574, as implemented by Education Code
31 sections 42238.03 and 2575 respectively, excluding add-ons for the Targeted

1 Instructional Improvement Grant program and the Home to School Transportation
2 program, in the fiscal year for which the LCAP is adopted.

3 (7) Divide the amount in subdivision (a)(5) by the amount in subdivision (a)(6).

4 (8) If the calculation in subdivision (a)(3) yields a number less than or equal to zero
5 or when LCFF is fully implemented statewide, then an LEA shall determine its
6 percentage for purposes of this section by dividing the amount of the LCFF target
7 attributed to the supplemental and concentration grant for the LEA calculated pursuant
8 to Education Code sections 42238.02 and 2574 in the fiscal year for which the LCAP is
9 adopted by the remainder of the LEA's LCFF funding, excluding add-ons for the
10 Targeted Instructional Improvement Grant program and the Home to School
11 Transportation program.

12 (b) This subdivision identifies the conditions under which an LEA may use funds
13 apportioned on the basis of the number and concentration of unduplicated pupils for
14 districtwide, schoolwide, countywide, or charterwide purposes: Pursuant to Education
15 Code section 42238.07(a)(2), an LEA may demonstrate it has increased or improved
16 services for unduplicated pupils under subdivision (a) of this section by using funds to
17 upgrade the entire educational program of a schoolsite, a school district, a charter
18 school, or a county office of education as follows:

19 (1) A school district that has an enrollment of unduplicated pupils **in excess** of 55
20 percent **or more** of the district's total enrollment in the fiscal year for which an LCAP is
21 adopted or in the prior year may expend supplemental and concentration grant funds on
22 a districtwide basis. A school district expending funds on a districtwide basis shall do all
23 of the following:

24 (A) Identify in the LCAP those services that are being **funded and** provided on a
25 districtwide basis.

26 (B) Describe in the LCAP how such services are **principally** directed towards, **and**
27 **are effective in**, meeting the district's goals for its unduplicated pupils in the state and
28 any local priority areas.

29 (2) A school district that has an enrollment of unduplicated pupils less than 55
30 percent of the district's total enrollment in the fiscal year for which an LCAP is adopted
31 **or in the prior year** may expend supplemental **and concentration** grant funds on a

1 districtwide basis. A school district expending funds on a districtwide basis shall do all of
2 the following:

3 (A) Identify in the LCAP those services that are being **funded and** provided on a
4 districtwide basis.

5 (B) Describe in the LCAP how such services are **principally** directed towards, **and**
6 **are effective in**, meeting the district's goals for its unduplicated pupils in the state and
7 any local priority areas.

8 (C) Describe how these services are the most effective use of the funds to meet the
9 district's goals for its unduplicated pupils in the state and any local priority areas. **The**
10 **description shall include provide the basis for this determination, including, but**
11 **not limited to, any alternatives considered and any supporting research,**
12 **experience, or educational theory.**

13 (3) A school district that has an enrollment of unduplicated pupils at a school that is
14 **in excess of 40 percent or more** of the school's total enrollment in the fiscal year for
15 which an LCAP is adopted or in the prior year may expend supplemental and
16 concentration grant funds on a schoolwide basis. A school district expending funds on a
17 schoolwide basis shall do all of the following:

18 (A) Identify in the LCAP those services that are being **funded and** provided on a
19 schoolwide basis.

20 (B) Describe in the LCAP how such services are **principally** directed towards, **and**
21 **are effective in**, meeting the district's goals for its unduplicated pupils in the state and
22 any local priority areas.

23 (4) A school district that has an enrollment of unduplicated pupils that is less than 40
24 percent of the schoolsite's total enrollment in the fiscal year for which an LCAP is
25 adopted **or in the prior year** may expend supplemental and concentration grant funds
26 on a schoolwide basis. A school district expending funds on a schoolwide basis shall do
27 all of the following:

28 (A) Identify in the LCAP those services that are being **funded and** provided on a
29 schoolwide basis.

30 (B) Describe in the LCAP how such services are **principally** directed towards, **and**
31 **are effective in**, meeting the district's goals for its unduplicated pupils in the state and

1 any local priority areas.

2 (C) Describe how these services are the most effective use of the funds to meet the
3 district's goals for its unduplicated pupils in the state and any local priority areas. **The**
4 **description shall include provide the basis for this determination, including, but**
5 **not limited to, any alternatives considered and any supporting research,**
6 **experience, or educational theory.**

7 (5) A county office of education expending supplemental and concentration grant
8 funds on a countywide basis or a charter school expending supplemental and
9 concentration grant funds on a charterwide basis shall do all of the following:

10 (A) Identify in the LCAP those services that are being **funded and** provided on a
11 countywide or charterwide basis.

12 (B) Describe in the LCAP how such services are **principally** directed towards, **and**
13 **are effective in,** meeting the county office of education's or charter school's goals for its
14 unduplicated pupils in the state **and any local** priority areas, **as applicable.**

15 ~~(c) **County superintendent of schools oversight of demonstration of**~~
16 ~~**proportionality: In making the determinations required under Education Code**~~
17 ~~**section 52070(d)(3), the county superintendent of schools shall review any**~~
18 ~~**descriptions provided under subdivisions (b)(2)(B) and (b)(2)(C) or subdivisions**~~
19 ~~**(b)(4)(B) and (b)(4)(C) when determining whether the LEA has fully demonstrated**~~
20 ~~**that it will increase or improve services for unduplicated pupils under subdivision**~~
21 ~~**(a). If a county superintendent of schools does not approve an LCAP because the**~~
22 ~~**LEA has failed to meet its proportionality requirement as specified in this section,**~~
23 ~~**it shall provide technical assistance to the LEA in meeting that requirement**~~
24 ~~**pursuant to Education Code section 52071.**~~

25 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:
26 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,
27 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section
28 6312.

29
30 **§ 15497. County Superintendent of Schools Oversight of Demonstration of**
31 **Proportionality.**

1 **In making the determinations required under Education Code section**
2 **52070(d)(3), the county superintendent of schools shall include review of any**
3 **descriptions of districtwide or schoolwide services provided pursuant to sections**
4 **15496(b)(1) through (b)(4) ~~15496(b)(2) or descriptions of schoolwide services provided~~**
5 **~~pursuant to section 15496(b)(4)~~ when determining whether the school district has**
6 **fully demonstrated that it will increase or improve services for unduplicated**
7 **pupils pursuant to section 15496(a). If a county superintendent of schools does**
8 **not approve an LCAP because the school district has failed to meet its**
9 **requirement to increase or improve services for unduplicated pupils as specified**
10 **in this section, it shall provide technical assistance to the school district in**
11 **meeting that requirement pursuant to Education Code section 52071.**
12 **NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:**
13 **Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,**
14 **47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C.**
15 **Section 6312.**

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31 8-22-14 [California Department of Education]

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: _____ Contact (Name, Title, Email, Phone Number): _____ LCAP Year: _____

Local Control and Accountability Plan and Annual Update Template

~~The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.~~

~~For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.~~

~~For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.~~

~~Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.~~

~~The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.~~

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?**

- 2) ~~How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?~~
- 3) ~~What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?~~
- 4) ~~What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?~~
- 5) ~~What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?~~
- 6) ~~In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?~~

Involvement Process	Impact on LCAP

Section 2: Goals and Progress Indicators

~~For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.~~

~~Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified~~

~~metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite. The goals must reflect outcomes for all pupils and include specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.~~

Guiding Questions:

- 1) ~~What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?~~
- 2) ~~What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?~~
- 3) ~~What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?~~
- 4) ~~What are the LEA's goal(s) to address locally-identified priorities?~~
- 5) ~~How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site-level advisory groups, staff, parents, community, pupils; review of school-level plans; in-depth school-level data analysis, etc.)?~~
- 6) ~~What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?~~
- 7) ~~What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?~~
- 8) ~~What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?~~

- 9) ~~What information was considered/reviewed for individual schoolsites?~~
- 10) ~~What information was considered/reviewed for subgroups identified in Education Code section 52052?~~
- 11) ~~In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?~~

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific schoolsites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?**
- 2) How do these actions/services link to identified goals and performance indicators?**
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?**
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?**

- 5) ~~In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?~~
 - 6) ~~In the annual update, how have the actions/services addressed the identified needs and goals of specific schoolsites and did the provision of those actions/services result in the desired outcomes?~~
 - 7) ~~In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?~~
- A. ~~What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.~~

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
		For low income pupils:					
		For English learners:					
		For foster youth:					
		For redesignated fluent English proficient pupils:					

C. Describe the LEA’s increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and

~~concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)~~

~~D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.~~

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:		
LEA:	Contact (Name, Title, Email, Phone Number):	LCAP Year:
<u>Local Control and Accountability Plan and Annual Update Template</u>		
<u>The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.</u>		
<u>For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.</u>		
<u>For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.</u>		
<u>Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.</u>		

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this engagement consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have ~~parents, community members, pupils, local bargaining units, and other~~ applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, ~~foster youth, foster parents, education rights holders~~ and other foster youth stakeholders; English learners, English learner parents, community organizations representing English learners; low income youth, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?**
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?**
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?**
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?**
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?**
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?**
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?**

<u>Involvement Process</u>	<u>Impact on LCAP</u>
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<u>Annual Update:</u>	<u>Annual Update:</u>

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the chart table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

~~**Goals and Expected Annual Outcomes: Describe the goals; and expected annual outcomes toward meeting those goals. This section must include specific projected outcomes for the applicable term of the LCAP.**~~

When completing the goal tables, **include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.**

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

~~**Describe expected outcomes for all pupils and where applicable include specific outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level. The metrics used to describe the expected outcomes may be quantitative or qualitative, although LEAs must, at minimum, use the required metrics pursuant to 5 CCR 15495(g) for measuring progress within a particular state priority area each year. For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix described in the Appendix, sections (a) through (d).**~~

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s) ~~develop each goal.~~

Schools Affected: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

~~Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal. Section 2 must include goals that address each of the state priorities (as defined in 5 CCR 15495(i)) and any additional local priorities; however, one goal may address multiple priorities.~~

~~Actions/Services and Related Expenditures:~~

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

~~Left Column Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to all pupils or any subgroups other than low income, English learner, foster youth pupils, and pupils redesignated English proficient to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.~~

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

~~Right Column: Identify annual actions to be performed and services provided, to low income, English learner and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient, above what is provided to all pupils, to meet the described goal.~~

~~For both columns **Budgeted Expenditures:** Actions may describe a group of services that are implemented to achieve the identified goal. For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The actions and expenditures must reflect details for any identified subgroups, and for specific schoolsites. If supplemental and concentration funds are used, the LEA must identify if the level of service is districtwide, schoolwide, countywide, or charterwide. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.~~

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?**
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?**
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?**
- 4) What are the LEA's goal(s) to address any locally-identified priorities?**
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?**
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?**
- 7) What are the specific ~~predicted~~ expected measurable ~~outcomes/metrics/noticeable changes~~ associated with each of the goals annually and over the term of the LCAP?**
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?**
- 9) What information was considered/reviewed for individual schoolsites?**

- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and ~~expected measurable outcomes~~ ~~performance indicators~~?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

<u>GOAL:</u>			
Expected Annual Outcomes (In each year, must include all metrics as applicable, pursuant to Education Code sections 52060 and 52066):			
LCAP Year 1: xxxx-xx	Year 2: xxxx-xx	Year 3: xxxx-xx	
Describe the need(s) identified, including a description of the supporting data, to develop the goal:			
Applicable Pupil Subgroups:			
Schools Affected:			
Related State and/or Local Priorities:			
<u>Action/Services and Related Expenditures</u>			
LCAP Year 1: xxxx-xx: Indicate any subgroups, schools, or level of service	Budgeted Expenditures	LCAP Year 1: xxxx-xx: Indicate schools or level of service	Budgeted Expenditures
		Low Income pupils:	
		English Learners:	
		Foster Youth:	
		Redesignated fluent English proficient:	
LCAP Year 2: xxxx-xx: Indicate any subgroups, schools, or level of service	Budgeted Expenditures	LCAP Year 2: xxxx-xx: Indicate schools or level of service	Budgeted Expenditures
		Low Income pupils:	
		English Learners:	

		<u>Foster Youth:</u>	
		<u>Redesignated fluent English proficient:</u>	
LCAP Year 3: xxxx-xx: Indicate any subgroups, schools, or level of service	<u>Budgeted Expenditures</u>	LCAP Year 3: xxxx-xx: Indicate schools or level of service	<u>Budgeted Expenditures</u>
		<u>Low Income pupils:</u>	
		<u>English Learners:</u>	
		<u>Foster Youth:</u>	
		<u>Redesignated fluent English proficient:</u>	

GOAL:				Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: xxxx-xx				
Expected Annual Measurable Outcomes:				
<u>Actions/Services</u>	Scope of Service	<u>Pupils to be served within identified scope of service</u>	Budgeted Expenditures	
		__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
		__ALL		

		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
		<input type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____

LCAP Year 2: xxxx-xx

Expected Annual Measurable Outcomes:		LCAP Year 2: xxxx-xx	
<u>Actions/Services</u>	Scope of Service	<u>Pupils to be served within identified scope of service</u>	Budgeted Expenditures
		<input type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
		<input type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
		<input type="checkbox"/> ALL	

OR:
 __Low Income pupils __English Learners
 __Foster Youth __Redesignated fluent English proficient
 __Other Subgroups:(Specify)_____

LCAP Year 3: xxxx-xx

Expected Annual
 Measurable
 Outcomes:

<u>Actions/Services</u>	Scope of Service	<u>Pupils to be served within identified scope of service</u>	Budgeted Expenditures
		__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
		__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
		__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?**
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?**
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?**
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?**
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services? ~~What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? What changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?~~**
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?**

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

<u>Original GOAL from prior year LCAP:</u>

Expected outcomes (Must include all metrics, as applicable, pursuant to Education Code sections 52060 and 52066):			
Anticipated Outcomes:		Actual Outcomes:	
Planned Action/Services and Related Expenditures		Actual Action/Services and Related Expenditures	
LCAP Year xxxx-xx: Indicate any subgroups, schools, or level of service	Budgeted Expenditures	LCAP Year xxxx-xx: Indicate any subgroups, schools, or level of service	Actual Expenditures
LCAP Year xxxx-xx: Indicate schools or level of service	Budgeted Expenditures	LCAP Year xxxx-xx: Indicate schools or level of service	Actual Expenditures
Low Income pupils:		Low Income pupils:	
English Learners:		English Learners:	
Foster Youth:		Foster Youth:	
Redesignated fluent English proficient:		Redesignated fluent English proficient:	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

Original GOAL from prior year LCAP:	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
	Goal Applies to:	Schools: _____ Applicable Pupil Subgroups: _____

Expected Annual <u>Measurable</u> Outcomes:		Actual Annual <u>Measurable</u> Outcomes:	
LCAP Year: xxxx-xx			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	<u>Estimated</u> Actual <u>Annual</u> Expenditures
Scope of service:			
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			
Scope of service:			
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. ~~Identify~~ In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ _____

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

	%
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NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is

enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

1 Title 5. EDUCATION

2 Division 1. California Department of Education

3 Chapter 14.5. Local Control Funding Formula

4 Subchapter 1. Local Control Funding Formula Spending Regulations for
5 Supplemental and Concentration Grants and Local Control and Accountability
6 Plan Template

7 Article 1. Local Control and Accountability Plan and Spending Requirements for
8 Supplemental and Concentration Grants

9
10 **§ 15494. Scope.**

11 (a) This chapter applies to all local educational agencies (LEAs) as defined in
12 section 15495(d).

13 (b) Funding restrictions specified in Education Code section 42238.07 apply to local
14 control funding formula (LCFF) funds apportioned on the basis of unduplicated pupils
15 pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03.

16 (c) The local control and accountability plan (LCAP) shall demonstrate how services
17 are provided according to this chapter to meet the needs of unduplicated pupils and
18 improve the performance of all pupils in the state priority areas.

19 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:
20 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,
21 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section
22 6312.

23
24 **§ 15495. Definitions.**

25 In addition to those found in Education Code sections 2574, 42238.01, and
26 42238.02, the following definitions are provided:

27 (a) "Consult with pupils," as used in Education Code sections 52060, 52066, and
28 47606.5, means a process to enable pupils, including unduplicated pupils and other
29 numerically significant pupil subgroups, to review and comment on the development of
30 the LCAP. This process may include surveys of pupils, forums with pupils, pupil
31 advisory committees, or meetings with pupil government bodies or other groups

1 representing pupils.

2 (b) "English learner parent advisory committee," as used in Education Code sections
3 52063 and 52069 for those school districts or schools and programs operated by county
4 superintendents of schools whose enrollment includes at least 15 percent English
5 learners and at least 50 pupils who are English learners, shall be composed of a
6 majority of parents, as defined in subdivision (e), of pupils to whom the definition in
7 Education Code section 42238.01(c) applies. A governing board of a school district or a
8 county superintendent of schools shall not be required to establish a new English
9 learner parent advisory committee if a previously established committee meets these
10 requirements.

11 (c) "Local control and accountability plan (LCAP)" means the plan created by an LEA
12 pursuant to Education Code sections 47606.5, 52060, or 52066, and completed in
13 conformance with the LCAP and annual update template found in section 15497.5.

14 (d) "Local educational agency (LEA)" means a school district, county office of
15 education, or charter school.

16 (e) "Parents" means the natural or adoptive parents, legal guardians, or other
17 persons holding the right to make educational decisions for the pupil pursuant to
18 Welfare and Institutions Code section 361 or 727 or Education Code sections 56028 or
19 56055, including foster parents who hold rights to make educational decisions.

20 (f) "Parent advisory committee," as used in Education Code sections 52063 and
21 52069, shall be composed of a majority of parents, as defined in subdivision (e), of
22 pupils and include parents of pupils to whom one or more of the definitions in Education
23 Code section 42238.01 apply. A governing board of a school district or a county
24 superintendent of schools shall not be required to establish a new parent advisory
25 committee if a previously established committee meets these requirements, including
26 any committee established to meet the requirements of the federal No Child Left Behind
27 Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of
28 Title I of that act.

29 (g) "Prior year" means one fiscal year immediately preceding the fiscal year for
30 which an LCAP is approved.

31 (h) "Services" as used in Education Code section 42238.07 may include, but are not

1 limited to, services associated with the delivery of instruction, administration, facilities,
2 pupil support services, technology, and other general infrastructure necessary to
3 operate and deliver educational instruction and related services.

4 (i) “State priority areas” means the priorities identified in Education Code sections
5 52060 and 52066. For charter schools, “state priority areas” means the priorities
6 identified in Education Code section 52060 that apply for the grade levels served or the
7 nature of the program operated by the charter school.

8 (j) “Subgroup” means the numerically significant pupil subgroups identified pursuant
9 to Education Code section 52052.

10 (k) “to improve services” means to grow services in quality.

11 (l) “to increase services” means to grow services in quantity.

12 (m) “unduplicated pupil” means any of those pupils to whom one or more of the
13 definitions included in Education Code section 42238.01 apply, including pupils eligible
14 for free or reduced price meals, foster youth, and English learners.

15 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:
16 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,
17 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section
18 6312.

19
20 **§ 15496. Requirements for LEAs to Demonstrate Increased or Improved Services**
21 **for Unduplicated Pupils in Proportion to the Increase in Funds Apportioned for**
22 **Supplemental and Concentration Grants.**

23 (a) An LEA shall provide evidence in its LCAP to demonstrate how funding
24 apportioned on the basis of the number and concentration of unduplicated pupils,
25 pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03 is used to
26 support such pupils. This funding shall be used to increase or improve services for
27 unduplicated pupils as compared to the services provided to all pupils in proportion to
28 the increase in funds apportioned on the basis of the number and concentration of
29 unduplicated pupils as required by Education Code section 42238.07(a)(1). An LEA
30 shall include in its LCAP an explanation of how expenditures of such funding meet the
31 LEA’s goals for its unduplicated pupils in the state priority areas. An LEA shall

1 determine the percentage by which services for unduplicated pupils must be increased
2 or improved above services provided to all pupils in the fiscal year as follows:

3 (1) Estimate the amount of the LCFF target attributed to the supplemental and
4 concentration grants for the LEA calculated pursuant to Education Code sections
5 42238.02 and 2574 in the fiscal year for which the LCAP is adopted.

6 (2) Estimate the amount of LCFF funds expended by the LEA on services for
7 unduplicated pupils in the prior year that is in addition to what was expended on
8 services provided for all pupils. The estimated amount of funds expended in 2013-14
9 shall be no less than the amount of Economic Impact Aid funds the LEA expended in
10 the 2012-13 fiscal year.

11 (3) Subtract subdivision (a)(2) from subdivision (a)(1).

12 (4) Multiply the amount in subdivision (a)(3), by the most recent percentage
13 calculated by the Department of Finance that represents how much of the statewide
14 funding gap between current funding and full implementation of LCFF is eliminated in
15 the fiscal year for which the LCAP is adopted.

16 (5) Add subdivision (a)(4) to subdivision (a)(2).

17 (6) Subtract subdivision (a)(5) from the LEA's total amount of LCFF funding pursuant
18 to Education Code sections 42238.02 and 2574, as implemented by Education Code
19 sections 42238.03 and 2575 respectively, excluding add-ons for the Targeted
20 Instructional Improvement Grant program and the Home to School Transportation
21 program, in the fiscal year for which the LCAP is adopted.

22 (7) Divide the amount in subdivision (a)(5) by the amount in subdivision (a)(6).

23 (8) If the calculation in subdivision (a)(3) yields a number less than or equal to zero
24 or when LCFF is fully implemented statewide, then an LEA shall determine its
25 percentage for purposes of this section by dividing the amount of the LCFF target
26 attributed to the supplemental and concentration grant for the LEA calculated pursuant
27 to Education Code sections 42238.02 and 2574 in the fiscal year for which the LCAP is
28 adopted by the remainder of the LEA's LCFF funding, excluding add-ons for the
29 Targeted Instructional Improvement Grant program and the Home to School
30 Transportation program.

31 (b) This subdivision identifies the conditions under which an LEA may use funds

1 apportioned on the basis of the number and concentration of unduplicated pupils for
2 districtwide, schoolwide, countywide, or charterwide purposes: Pursuant to Education
3 Code section 42238.07(a)(2), an LEA may demonstrate it has increased or improved
4 services for unduplicated pupils under subdivision (a) of this section by using funds to
5 upgrade the entire educational program of a schoolsite, a school district, a charter
6 school, or a county office of education as follows:

7 (1) A school district that has an enrollment of unduplicated pupils of 55 percent or
8 more of the district's total enrollment in the fiscal year for which an LCAP is adopted or
9 in the prior year may expend supplemental and concentration grant funds on a
10 districtwide basis. A school district expending funds on a districtwide basis shall do all of
11 the following:

12 (A) Identify in the LCAP those services that are being funded and provided on a
13 districtwide basis.

14 (B) Describe in the LCAP how such services are principally directed towards, and
15 are effective in, meeting the district's goals for its unduplicated pupils in the state and
16 any local priority areas.

17 (2) A school district that has an enrollment of unduplicated pupils less than 55
18 percent of the district's total enrollment in the fiscal year for which an LCAP is adopted
19 may expend supplemental and concentration grant funds on a districtwide basis. A
20 school district expending funds on a districtwide basis shall do all of the following:

21 (A) Identify in the LCAP those services that are being funded and provided on a
22 districtwide basis.

23 (B) Describe in the LCAP how such services are principally directed towards, and
24 are effective in, meeting the district's goals for its unduplicated pupils in the state and
25 any local priority areas.

26 (C) Describe how these services are the most effective use of the funds to meet the
27 district's goals for its unduplicated pupils in the state and any local priority areas. The
28 description shall provide the basis for this determination, including, but not limited to,
29 any alternatives considered and any supporting research, experience, or educational
30 theory.

31 (3) A school district that has an enrollment of unduplicated pupils at a school that is

1 40 percent or more of the school's total enrollment in the fiscal year for which an LCAP
2 is adopted or in the prior year may expend supplemental and concentration grant funds
3 on a schoolwide basis. A school district expending funds on a schoolwide basis shall do
4 all of the following:

5 (A) Identify in the LCAP those services that are being funded and provided on a
6 schoolwide basis.

7 (B) Describe in the LCAP how such services are principally directed towards, and
8 are effective in, meeting the district's goals for its unduplicated pupils in the state and
9 any local priority areas.

10 (4) A school district that has an enrollment of unduplicated pupils that is less than 40
11 percent of the schoolsite's total enrollment in the fiscal year for which an LCAP is
12 adopted may expend supplemental and concentration grant funds on a schoolwide
13 basis. A school district expending funds on a schoolwide basis shall do all of the
14 following:

15 (A) Identify in the LCAP those services that are being funded and provided on a
16 schoolwide basis.

17 (B) Describe in the LCAP how such services are principally directed towards, and
18 are effective in, meeting the district's goals for its unduplicated pupils in the state and
19 any local priority areas.

20 (C) Describe how these services are the most effective use of the funds to meet the
21 district's goals for its unduplicated pupils in the state and any local priority areas. The
22 description shall provide the basis for this determination, including, but not limited to,
23 any alternatives considered and any supporting research, experience, or educational
24 theory.

25 (5) A county office of education expending supplemental and concentration grant
26 funds on a countywide basis or a charter school expending supplemental and
27 concentration grant funds on a charterwide basis shall do all of the following:

28 (A) Identify in the LCAP those services that are being funded and provided on a
29 countywide or charterwide basis.

30 (B) Describe in the LCAP how such services are principally directed towards, and
31 are effective in, meeting the county office of education's or charter school's goals for its

1 unduplicated pupils in the state and any local priority areas, as applicable.

2 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:
3 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,
4 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section
5 6312.

6
7 **§ 15497. County Superintendent of Schools Oversight of Demonstration of**
8 **Proportionality.**

9 In making the determinations required under Education Code section 52070(d)(3),
10 the county superintendent of schools shall include review of any descriptions of
11 districtwide or schoolwide services provided pursuant to sections 15496(b)(1) through
12 (b)(4) when determining whether the school district has fully demonstrated that it will
13 increase or improve services for unduplicated pupils pursuant to section 15496(a). If a
14 county superintendent of schools does not approve an LCAP because the school district
15 has failed to meet its requirement to increase or improve services for unduplicated
16 pupils as specified in this section, it shall provide technical assistance to the school
17 district in meeting that requirement pursuant to Education Code section 52071.

18 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:
19 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,
20 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section
21 6312.

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29 8-22-14 [California Department of Education]

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: _____ Contact (Name, Title, Email, Phone Number): _____ LCAP Year: _____

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans

(including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
Annual Update:	Annual Update:

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in

the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education

Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:				Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :				
Goal Applies to:				
		Schools:		
		Applicable Pupil Subgroups:		
LCAP Year 1: xxxx-xx				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
		__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
		__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
		__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

LCAP Year 2: xxxx-xx

Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
		__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
		__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

LCAP Year 3: xxxx-xx

Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		__ALL -----	

		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Complete a copy of this table for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:				Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
LCAP Year: xxxx-xx				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Scope of service:			Scope of service:	

<input type="checkbox"/> __ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> __ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			
Scope of service:		Scope of service:			
<input type="checkbox"/> __ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> __ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:30%; padding: 5px;"> What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? </td> <td style="width:70%;"></td> </tr> </table>				What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?					

Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ _____

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

	%

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

FINAL STATEMENT OF REASONS

LOCAL CONTROL FUNDING FORMULA (LCFF) SPENDING REQUIREMENTS FOR SUPPLEMENTAL AND CONCENTRATION GRANTS AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP) TEMPLATE

UPDATE OF INITIAL STATEMENT OF REASONS

The original proposed text was made available for public comment for at least 45 days from February 1, 2014 through March 17, 2014. Comments were received from over 2,300 commenters during the 45-day comment period.

A public hearing was held at 10:00 a.m. on March 17, 2014, at the California Department of Education (CDE). Two individuals provided comments at the public hearing.

SUMMARY AND RESPONSE TO COMMENTS RECEIVED DURING THE INITIAL NOTICE PERIOD OF FEBRUARY 1, 2014 THROUGH MARCH 17, 2014.

NON-FORM LETTER COMMENTERS

1. Serge Bonte
2. David Kopperud, State SARB member
3. Marvin Andrade, Dir. Of Leadership Development, Asian Americans Advancing Justice
4. Steve Ward, Legislative Analyst, CA School Finance Reform Coalition
5. Dale Shimasaki, Assoc. of American Publishers, Inc.
6. Jeff Frost, Legislative Advocate, California Schl Library Assoc.
7. Ellen Wu, Exec. Dir., California Pan-Ethnic Health Network; Jamila Iris Edwards, Northern California Dir., Children's Defense Fund; Anne Kelsey Lamb, MPH, Dir., Regional Asthma Management and Prevention
8. Carl Pinkston, Secretary, Black Parallel School Board
9. Colin Miller, VP of Policy, California Charter Schools Assoc.
10. Brian Lee, State Dir., Fight Crime: Invest in Kids *California*
11. Laura Faer, Statewide Education Rights Dir., Public Counsel
12. Eric Premack, Exec. Dir., Charter Schools Development Ctr., Inc.
13. Arun Ramanathan, Exec. Dir., Education Trust-West
14. Araceli Simeon-Luna, Project Dir., Parent Organization Network
15. Carolyn Laub, Exec. Dir., Gay-Straight Alliance Network
16. Cynthia Rice, Dir. Of Litigation, Advocacy & Training, CRLA; Shelly Spiegel Coleman, Exec. Dir., Californians Together, Jan Gustafson Corea, Exec. Dir., California Association of Bilingual Education.
17. Philip Y. Ting, Assemblymember, Shirley Weber, Assemblymember (19 signatures)
18. Zoe Rawson
19. Taryn Ishida, Exec. Dir., Californians for Justice (36 signatures from other community-based and civil rights organizations)
20. Bill Lucia, President, EdVoice

21. John Affeldt, Letter from coalition of advocates and grassroots, community-based organizations (appears to be same letter)
22. John Affeldt, Public Advocate; David Sapp, ACLU
23. Oscar Cruz, Families in School
24. Dean Vogel, President, CTA
25. Roberta Furger, Dir. Of Policy and Research, PICO CA
26. Andrea Ball, Legislative Advocate, CA School Boards Assoc.
27. Debra Brown, Assoc. Dir., CHILDREN NOW
28. Melia Franklin, Exec. Dir., Bay Area Parent Leadership Action Network (PLAN)
29. Shydae Garcia, Edison High School (29, 30, 31, and 32 – all same issues)
30. Citlali Hernandez, Woodrow Wilson High School
31. Tony Bui, James Lick High School
32. Naudika Williams, Oakland High School

FORM LETTER #1 – 2,221 COMMENTERS

See comments and responses in attached chart.

FORM LETTER #2 - 177 COMMENTERS

See comments and responses in attached chart.

FORM LETTER #3 - 16 COMMENTERS

See comments and responses in attached chart.

FORM LETTER #4 – 102 COMMENTERS

See comments and responses in attached chart.

FORM LETTER #5 – 16 COMMENTERS

See comments and responses in attached chart.

FORM LETTER #6 – 18 COMMENTERS

See comments and responses in attached chart.

Public Hearing – March 17, 2014

CDE staff conducted a public hearing on March 17, 2014.

Two individuals presented oral and written comments: Martha Zaragoza-Diaz (on behalf of CAFE, Californians Together, and CRLA) and Cynthia Rice. See responses in attached chart.

After the 45-day comment period, the following changes were made to the proposed text of the regulations and sent out for a 15-Day comment period:

General changes were made to the regulations to include grammatical edits, and renumbering and/or relettering to reflect deletions or additions.

Proposed section 15495(a) is added to define “Consult with pupils.” This addition is necessary for reasons set forth in response to comment # 1.

Proposed section 15495(b) is added to define “English learner parent advisory committee.” This addition is necessary for reasons set forth in response to comment #31.

Proposed section 15495(e) is added to define “Parent advisory committee.” This addition is necessary for reasons set forth in response to comment #31.

Proposed section 15495(g) is added to define “Required metric.” This addition is necessary for reasons set forth in response to comment #43.

Proposed section 15495(j) is added to define “Subgroup.” This addition is necessary for reasons set forth in response to comment #41.

Proposed section 15496(b)(1) is amended to delete the words “in excess” and add “or more.” This amendment is necessary for reasons set forth in response to comment #12.

Proposed sections 15496(b)(1)(A), (2)(A), (3)(A), (4)(A), and (5)(A) are amended to add the words “funded and.” This amendment is necessary for reasons set forth in response to comment #12.

Proposed sections 15496(b)(1)(B), (2)(B), (3)(B), (4)(B), and (5)(B) are amended to add the word “principally” after the words “services are” and “and are effective in” after “directed towards.” These amendments are necessary for reasons set forth in response to comment #8.

Proposed section 15496(b)(2) is amended to delete the words “or in the prior year” and add “and concentration.” Deletion of “or in the prior year” is necessary to clarify that when prior year enrollment of unduplicated pupils at a school district or school site is below 55 percent or 40 percent, respectively, a school district does not need to provide additional justification for the expenditure of supplemental or concentration funds on a districtwide or schoolwide basis.

The amendment to add “concentration” is necessary to clarify that a school district must apply the standard of explanation specified in this section for the expenditure of both supplemental and concentration grant funds on a districtwide basis when enrollment of unduplicated pupils is below 55 percent. This amendment also conforms the section to the requirements applicable to school wide expenditures set forth in section 15496(b)(4).

Proposed sections 15496(b)(2)(C) and (4)(C) are amended to add the language “The description shall include the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experience, or educational

theory.” These amendments are necessary for reasons set forth in response to comment #13.

Proposed section 15496(b)(3) is amended to delete the words “in excess of “ and add “or more.” This amendment is necessary to ensure that the regulations are applicable to school districts with exactly 40 percent enrollment of unduplicated pupils, and is edited as follows:

(3) A school district that has an enrollment of unduplicated pupils at a school that is in excess of 40 percent or more of the school’s total enrollment in the fiscal year for which an LCAP is adopted or in the prior year may expend supplemental and concentration grant funds on a schoolwide basis. A school district expending funds on a schoolwide basis shall do all of the following

Proposed section 15496(b)(4) is amended to delete the words “or in the prior year.” See necessity statement in section 15496(b)(2) above.

Proposed section 15496(c) is amended and renumbered to proposed section 15497. This amendment is necessary for reasons set forth in response to comments #3 and #20. The amendment is identified at comment #3.

Proposed section 15498 (LCAP Template)(formerly proposed section 15497) is renumbered to section 15498 and amended. A revised template is necessary in order to clarify the requirements applicable for the completion of a local educational agency’s (LEA’s) LCAP and Annual Update. See comments #57 and #60.

SUMMARY AND RESPONSE TO COMMENTS RECEIVED DURING THE 15-DAY COMMENT PERIOD FROM JULY 12, 2014, THROUGH JULY 28, 2014, INCLUSIVE.

Approximately 122 letters were received from commenters during the 15-day comment period. See comments and responses in attached chart.

NON-FORM LETTER COMMENTERS

1. Maria Raouf
2. Kim Miles
3. Kristine Andarmani
4. Cheryl Ingham
5. Leslie DeRose
6. Sheedy Dedashti
7. Jessica L. Sawko for Dr. Laura Henriques, CA Science Teachers Association (CSTA)
8. John Lorona
9. Renae Will for Garry T. Eagles, Superintendent, Humboldt County Office of Education
10. Darouny Phouangvankham for Wendy Benkert, Associate Superintendent, Orange County Department of Education
11. Jeff Frost

12. Lori Mente for Niccole Childs, Board President, Hesperia Unified School District)
13. Jonathan Peterson for Chris Roe, CA STEM
14. Kelly Satterfield for the California School Finance Reform Coalition (14 signatures
15. Brian Lee, State Director, Fight Crime; Invest in Kids *California*
16. Deborah Genzer for David Gordon and Honorable Judith McConnell, California Task Force on K-12 Civic Learning
17. Hillary Martinez
18. Valerie Pitts, Superintendent, Larkspur-Corte Madera School District
19. Colin Miller, California Charter Schools Association (CCSA)
20. Shirley Bell for Sherri Reusche, Board Member, Calaveras Unified School District
21. Valerie Chrisman, Associate Superintendent, Ventura County Office of Education
22. Jason Willis for Vincent Matthews, Superintendent of Schools, San Jose Unified School District
23. Angela Sims
24. Joshua Schultz, Deputy Superintendent, Napa County Office of Education
25. Kent Kern, Superintendent, San Juan Unified School District
26. Kimberly Lewis for Oscar Cruz, President, Families in Schools
27. Liza Morris for Wesley Smith, Association of California School Administrators (ACSA)
28. Martha Zaragoza Diaz for Cynthia Rice, California Rural Legal Assistance (CRLA); Shelly Spiegel Coleman, Californians Together; and Jan Gustafson Corea, California Association for Bilingual Education (CABE)
29. Brian Rivas for Valerie Cuevas, Interim Executive Director, The Education Trust-West
30. Eric Premack, Executive Director and Founder, Charter School Development Center, Inc.
31. Sarah Lillis for Bill Lucia, EdVoice
32. Steven Nelson, Trustee, Mountain View Whisman School District
33. Liza Morris for Education Management Groups (ACSA, CASBO, CALSSD, CSBA, LAUSD Board of Education, Riverside County Superintendent of Schools, San Diego Unified School District
34. Andrea Ball, Teri Burns, Josh Daniels, California School Boards Association (CSBA)
35. Alvarez Martha for Cindy Marten, Superintendent, San Diego Unified School District
36. David Sapp for Civil Rights Coalition (21 signatures)
37. Debra Brown, Associate Director, Children NOW
38. TinaMarie Marraccini
39. Efrain Mercado for Peter Birdsall, Executive Director, California County Superintendents. Educational Services Association (CCSESA)
40. Ron Rapp, Legislative Representative, California Federation of Teachers
41. Annie Fox, PICO California
42. Mark Reeder for Senator Mark Wyland
43. Patty Scriptor for Cecelia Mansfield, California State PTA

FORM LETTER #1 – 32 COMMENTERS

See comments and responses in attached chart.

FORM LETTER #2 - 26 COMMENTERS

See comments and responses in attached chart.

FORM LETTER #3 - 17 COMMENTERS

See comments and responses in attached chart.

Public Hearing – July 22, 2014

CDE and SBE staff conducted a public hearing on July 22, 2014, at 9:00 a.m. At the hearing, two individuals (Cynthia Rice and Martha Zaragoza-Diaz) presented oral and written comments to CDE and State Board of Education (SBE) staff regarding the proposed new Section 2 Goals, Actions, Expenditures, and Progress Indicators Table and the Annual Update Table. See comments and responses in attached chart.

After the 15-day comment period, the following changes were made to the proposed text of the regulations and sent out for a second 15-Day comment period:

General changes were made to the regulations to include grammatical edits, and renumbering and/or relettering to reflect deletions or additions.

Proposed section 15495(a) is amended to delete the words “for the presentation of the LCAP to,” and the words “but is not limited to,” and to add the words “including unduplicated pupils and other numerically significant pupil subgroups, to” and the words “on the development of the LCAP.” These changes are necessary to clarify that pupils, including unduplicated pupils and other numerically significant pupil subgroups, are involved in the development of the LCAP. In addition, Education Code section 47605.5 was deleted and Education Code section 47606.5 was added.

Proposed section 15495(b) is amended to delete the words “or legal guardians” and to add the words “as defined in subdivision (e).” This deletion and addition are to clarify that the term “parents” is defined by the newly added subdivision (e). The definition of “parents” set forth in subdivision (e) includes legal guardians, thus the inclusion of “legal guardians” is unnecessary. The section was also amended to delete the word “of” and replace it with the word “in” to improve the clarity of the regulation. The word “apply” was changed to “applies” for grammatical reasons.

Proposed section 15495(e) is amended. Former section 15495(e) is renumbered to 15495(f). A new section 15495(e) is added to the proposed regulations to provide a definition of “parents.” Addition of a definition is necessary in order to clarify who is a parent for purposes of the proposed regulations.

Proposed section 15495(f) is amended. As described above, as a result of the

renumbering resulting from addition of a new proposed section 15495(e), former section 15495(e) is renumbered to 15495(f). Renumbered section 15495(f) is also amended to delete the words “or legal guardians” and to add the words “as defined in subdivision (e).” This deletion and addition are to clarify that the term “parents” is defined by the newly added subdivision (e). The definition of “parents” set forth in subdivision (e) includes legal guardians, thus the inclusion of “legal guardians” is unnecessary. The section was also amended to delete the word “of” and replace it with the word “in” to improve the clarity of the regulation.

Proposed section 15495(f) is renumbered to section 15495(g) as a result of the addition of a new subdivision (e), described above.

Proposed section 15495(g) is deleted and the definition for “required metric” is included in the revisions to instructions for completion of the LCAP template to clarify the instructions and requirements for completion of the LCAP and Annual Update.

Proposed section 15497 is revised to add “or schoolwide” and “15496(b)(1) through (b)(40)” and to delete “15496(b)(2) or descriptions of schoolwide services provided pursuant to section 15496(b)(4)” to improve the clarity of the section.

Proposed section 15497.5 (LCAP Template) is amended. A revised template is necessary in order to clarify the requirements applicable for the completion of the LEA LCAP and Annual Update. See response to comments #31, #38, #39, #46, #49, #43, #53, #54, #55, #56, #58, #60 - #68, #75 and #76.

SUMMARY AND RESPONSE TO COMMENTS RECEIVED DURING THE SECOND 15-DAY COMMENT PERIOD FROM SEPTEMBER 6, 2014, THROUGH SEPTEMBER 22, 2014, INCLUSIVE.

Twelve letters were received from the following commenters during the second 15-day comment period:

1. Leigh Shampain, Superintendent, Sonora School District
2. Toni Beal, Administrator, Sonoma County Office of Education
3. Liza Morris for Education Management Groups (ACSA, CASBO, CALSSD, CSBA, LAUSD Board of Education, Riverside County Superintendent of Schools, San Diego Unified School District)
4. Christina Goennier, Assistant Superintendent, Beaumont Unified School District
5. Bill Lucia, EdVoice
6. Brian Rivas for Valerie Cuevas, Interim Director, The Education Trust-West
7. Michael Medema for Chris Roe, CA STEM Learning Network
8. Jessica Sawko for Laura Henriques, California Science Teachers Association (CSTA)
9. Melissa San Miguel - Coalition of Foster Youth Advocates (16 organizations)
10. Cynthia Rice, Cynthia Chagolla, Franchesca Verdin (California Rural Legal Assistance, Inc. (CRLA); Shelly Spiegel Coleman, Executive Director, Californians

Together; Jan Gustafson Corea, Executive Director, California Association for Bilingual Education (CABE)

11. John Affeldt - Public Advocates, Coalition of Organizations (26 organizations)
12. Judy D. White, Ed.D., President, California Association of African-American Superintendents and Administrators

See comments and responses in attached chart.

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 or would be more cost effective to affected private persons and equally effective in implementing the statutory policy or other provisions of law.

LOCAL MANDATE DETERMINATION

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

TITLE 5 LOCAL CONTROL FUNDING FORMULA AND TEMPLATE REGULATIONS

COMMENTS AND RESPONSES TO THE 45-DAY COMMENT PERIOD

	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
1	John Affeldt, Managing Attorney and Education Program Director - Public Advocates, Inc. John Affeldt, et.al. - Civil Rights Coalition David Sapp, Director of Education Advocacy/ Legal Counsel – ACLU of Southern California Roberta Furger, Director of Public Policy and Research - PICO Shydae Garcia, Edison High School; Citlali Hernandez, Woodrow Wilson High School; Tony Bui, James Lick High School; Naudika Williams, Oakland High School - Student Voice Coalition Taryn Ishida, Executive Director, Californians for Justice – Student Rights Coalition	<p>15495(f): Add a definition of student consultation: <u>Student consultation with respect to the LCAP as meeting at least one of the following actions:</u></p> <ol style="list-style-type: none"> (1) <u>An annual survey of students that assesses needs and obtains student input with respect development and implementation of the LCAP and the annual updates and that includes meaningful samples of the LEA’s low-income, English learner, and foster youth populations;</u> (2) <u>An annual forum with the LEA’s low income, English learner, and foster youth students to assess their needs and obtain student input with respect to development and implementation of the LCAP and the annual updates;</u> (3) <u>Annual focus groups with the LEA’s low income, English learner, and foster youth populations that assess needs and obtain student input with respect to development and implementation of the LCAP and the annual updates; or</u> (4) <u>Use of the “participatory budget” process to get input from the LEAs low income, English Learner, foster care students to assess their needs and obtain student input with respect to development, implementation, and evaluation of the LCAP and the annual updates (including all 8 state priority areas and any local priorities).</u> (5) <u>Representation of students on all high school and middle school site councils, ensuring that that such representation includes low-income students, English learners, or foster youth on each site council where such students attend the school, and preparation of those students so as to support their ability to provide input on the development and implementation of the LCAP and the annual updates at a site-level</u> 	<p>Partially Accept:</p> <p>Proposed section 15495 is edited to include subdivision (a), as follows:</p> <p><u>“(a) Consult with pupils,’ as used in Education Code sections 52060, 52066, and 47605.5, means a process for the presentation of the LCAP to pupils for review and comment. This process may include, but is not limited to, surveys of pupils, forums with pupils, or meetings with pupil government bodies or other groups representing pupils.”</u></p> <p>In addition, the LCAP Template set forth in section 15497 is edited and replaced with a new LCAP Template in proposed section 15498. “Section 1: Stakeholder Engagement” of the revised template is edited to add a guiding question, as follows:</p> <p><u>“What specific actions were taken to consult with pupils to meet the requirements of Section 15495(a)?”</u></p> <p>Partially Reject: Suggested definition is too prescriptive for engagement process and would create a new mandate. Statute provides for LEA engagement with students regarding the development of the LCAP at the local level.</p>

TITLE 5 LOCAL CONTROL FUNDING FORMULA AND TEMPLATE REGULATIONS

	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
2	Araceli Simeon-Luna, Project Director – Parent Organization Network Marvin Andrade, Director of Leadership Development - Asian Americans Advancing Justice	<p>15495: Add the following definitions:</p> <p><u>(i) “Authentic engagement” means providing full information to stakeholders via several media and events; listening to stakeholders’ ideas, priorities and concerns; and addressing the community’s priorities or concerns in the schools’ and districts’ plans and budgets.</u></p> <p><u>(j) “Transparency” means being open and honest with the public; establishing ongoing communication with stakeholders; making data and plans available to the public; and making public the processes used and persons involved in producing guidelines, deciding plans and budgets, or selecting representatives to be part of any school committee.</u></p> <p><u>(k) “Timely” in the context of the LCAP process means soliciting input from the stakeholders at least three weeks before the plan and budget are developed and presenting the LCAP and budget for public review at least three weeks before it is decided by a board of education, or the body overseeing the LEA.</u></p> <p><u>(l) “Stakeholder” refers but is not limited to, parents, community members, pupils, local bargaining units, LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations, representing English learners, and others as appropriate.</u></p>	<p>Reject:</p> <p>Suggested terms are not used in statute or in the proposed regulations. Statute identifies stakeholder groups for consultation and identifies the engagement process for development of the LCAP.</p>

TITLE 5 LOCAL CONTROL FUNDING FORMULA AND TEMPLATE REGULATIONS

	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
3	Eric Premack, Executive Director – Charter Schools Development Center (CSDC)	<p>15495: Problem use of the term LEA where it is not applicable to charter schools: Delete the term LEA from the definitions and clearly identify when in a given section of the regulations are and are not applicable to a school district, COE, or charter school.</p>	<p>Partially reject: The definition of LEA set forth is consistent with statute and use is appropriate in some contexts.</p> <p>Partially accept: Ensure appropriate use of LEA, school district, charter school, and county office of education throughout regulations. Proposed section 15946 is edited to deleted subsection (c) and is reincorporated into a new proposed section 15497. The proposed section 15497 is also edited to delete “LEA” and substitute “school district,” as follows:</p> <p><u>“County Superintendent of Schools Oversight Demonstration of Proportionality.</u></p> <p><u>In making the determinations required under Education Code section 52070(d)(3), the county superintendent of school shall include review of any descriptions of districtwide services provided pursuant to section 15496(b)(2) or descriptions of schoolwide services provided pursuant to section 15496(b)(4) when determining whether the <u>LEA school district has fully demonstrated that it will increase or improve services for unduplicated pupils under- pursuant to subdivision (a) section 15496(a). If a county superintendent of schools does not approve an LCAP because the LEA school district has failed to meet its proportionality requirement to increase or improve services for unduplicated pupils as</u></u></p>

TITLE 5 LOCAL CONTROL FUNDING FORMULA AND TEMPLATE REGULATIONS

	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
			<u>specified in this section, it shall provide technical assistance to the LEA school district in meeting that requirement pursuant to Education Code section 52071.</u>
4	CSDC	15495: Education Code 64001 and 20 USC 6312 are not relevant to this section and should be deleted	Reject: Citations refer to the authority of referenced plans in statute and proposed regulations.
5	Bill Lucia, President - EdVoice	15496: Supplemental grants only for schoolwide and districtwide expenditures: Board should include only supplemental grants in the flexibility allowed for districtwide or schoolwide expenditures	Reject: Education Code (EC) section 42238.07 authorizes the board to adopt regulations that govern the expenditure of funds apportioned on the basis of the number and concentration of unduplicated pupils pursuant to EC sections 2574, 2575, 42238.02, and 42238.03, which shall <u>include but not be limited to</u> the two provisions set forth in the statute. Thus, EC Section 42238.07(b) does not preclude the board from adopting regulations to authorize schoolwide and districtwide expenditures for supplemental and concentration grant funds.
6	CSDC	15496(a): Delete 2 nd sentence that specifies that funding apportioned “shall be used to increase or improve services for unduplicated pupils as compared to services provided to all pupils.” Statute does not require funding to be used exclusively for unduplicated pupils and language that requires distinguishing the increase relative to other pupils exceeds the scope of the statute.	Reject: Statute dictates that expenditure regulations require LEAs to increase or improve services for unduplicated pupils in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated pupils. It is consistent with statute to require increase or improvement when compared to all students.

TITLE 5 LOCAL CONTROL FUNDING FORMULA AND TEMPLATE REGULATIONS

	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
7	CSDC	<p>15496(a)(2): Inclusion of prior year expenditures should be revised to funding apportioned and should not confuse funding with prior-year expenditures.</p>	<p>Reject: LEAs have carryover Economic Impact Aid funds and also may have been using other general fund sources to provide services to unduplicated students prior to the adoption of the Local Control Funding Formula (LCFF). The use of prior year expenditures allows an LEA to estimate the services actually provided.</p>
8	<p>Civil Rights Coalition ACLU/Public Advocates Arun Ramanathan, Executive Director - Ed-Trust West Oscar Cruz, President - Families in Schools Debra Brown, Associate Director, Education Policy - Children Now Ellen Wu, Executive Director – California Pan-Ethnic Health Network (CPEHN) Jamila Iris Edwards, Northern California Director - Children’s Defense Fund (CDF) Anne Kelsey Lamb, MPH, Director - Regional Asthma Management and Prevention (RAMP) Asian Americans Advancing Justice PICO</p>	<p>15496(b)(1)(B), (b)(2)(B), (b)(3)(B), (b)(4)(B): To help ensure funds for high-need students are targeted at those student, eight bolded words should be added to the regulations, as follows: Describe in the LCAP how such services are principally directed towards servicing unduplicated pupils and are effective in meeting the district’s goals for its unduplicated pupils in the state priority areas.</p>	<p>Partially accept: Edit proposed regulations sections, as follows: Proposed sections 15496(b)(1)(B), 15496(b)(2)(B), 15496(b)(3)(B), and 15496 (b)(4)(B) are edited to state: <u>“Describe in the LCAP how such services are principally directed towards and are effective in, meeting the district’s goals for its unduplicated pupils in the state priority areas.”</u> Partially reject: Additional words will not be bolded in the regulations. The phrase “servicing unduplicated pupils” is redundant with the rest of the sentence and not included.</p>

TITLE 5 LOCAL CONTROL FUNDING FORMULA AND TEMPLATE REGULATIONS

	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
	Form Letter #1 Form Letter #3 Form Letter #4		
9	Cynthia Rice, Director of Litigation, Advocacy & Training – California Rural Legal Assistance (CRLA) Shelly Spiegel Coleman, Executive Director - Californians Together Jan Gustafson Corea, Executive Director - California Association for Bilingual Education (CABE)	<p>15496(b)(2) A school district that has an enrollment of unduplicated pupils that is at least 40 percent but less than 55 percent of the school site’s total enrollment in the fiscal year for which an LCAP is adopted or in the prior year may expend supplemental grant funds on a districtwide basis</p> <p>15496(b)(3) (3) A school district that has an enrollment of unduplicated pupils at a school that is in excess of 40 55 percent or more of the school’s total enrollment in the fiscal year for which an LCAP is adopted or in the prior year may expend supplemental and concentration grant funds on a schoolwide basis.</p> <p>15496(b)(4) A school district that has an enrollment of unduplicated pupils that is less than 40 at least 40 percent but less than 55 percent of the school site’s total enrollment in the fiscal year for which an LCAP is adopted or in the prior year may expend supplemental and concentration grant funds on a schoolwide basis.</p>	<p>Reject: Statute does not specify a minimum threshold for districtwide, charterwide, countywide or schoolwide use of funds.</p> <p>The commenters suggested thresholds would limit LEAs’ ability to locally determine use of supplemental and concentration funds; proposed regulations require additional description of funded services when district or school enrollment of unduplicated pupils is below levels specified in the proposed regulations.</p>
10	Philip Y. Ting, Assemblymember, 19 th District and Shirley N. Weber, Ph.D., Assemblymember, 19 th District - Assembly Members	<p>No specific sections or language suggested</p> <p>A requirement on school districts, county offices of education, and charter schools to show how supplemental and concentration funds principally serve high-need students and are effective in meeting the local education agency's goals for these students in state priority areas.</p> <p>A requirement that the Local Control Accountability Plan templates include transparent and standard data and</p>	<p>Accept: As stated in response to comment #8, language is added to proposed section 15496(b)(1)(B), 15496(b)(2)(B), 15496(b)(3)(B), 15496(b)(4)(B) as follows:</p> <p><u>“Describe in the LCAP how such services are principally directed towards, and effective in, meeting the district’s goals for its unduplicated pupils in the state priority areas.”</u></p>

TITLE 5 LOCAL CONTROL FUNDING FORMULA AND TEMPLATE REGULATIONS

	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
		<p>expenditure reporting, strong school site council engagement, and alignment between state priorities, goals, and specific expenditures at the district and school level.</p>	<p>Partially accept: The proposed spending regulations and the revised LCAP Template, set forth in proposed section 15498, including annual update, provide for transparent and standard data and expenditure reporting.</p> <p>Partially reject: Statute does not require school site council participation. Note, however, that the instructions in Section 2: [Goals, Actions, Expenditures, and Progress Indicators] of the revised LCAP Template state that the <u>“...LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable (e.g., school site councils, etc.) to facilitate alignment between school-site and district level goals and actions.”</u></p>
11	ACLU/Public Advocates	<p>15496(b)(1): If requested amendment to add the eight bolded words to section 15496(b)(1)(B) is not accepted, thus keeping the showing the same for above-threshold districts, then increase the threshold to 65%.</p>	<p>Partially accept: The suggested eight bolded words were partially accepted as reflected above in the response to comment # 8.</p> <p>Partially reject: The amendment to move the threshold to 65 percent was requested as an alternate if the suggested eight bolded words were not accepted. Since a version of the suggested wording was accepted the requested threshold percentage change is not needed.</p>
12	CRLA/CABE/ Californians Together	<p>15496(b)(1): Modify (b)(1) to include those districts that are at 55%: (b)(1) A school district that has an enrollment of unduplicated pupils in excess of 55 percent <u>or more</u> of the district's enrollment</p>	<p>Accept: This change ensures that the regulations are applicable to LEAs with exactly 55 percent enrollment.</p>

TITLE 5 LOCAL CONTROL FUNDING FORMULA AND TEMPLATE REGULATIONS

	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
		<p>in the fiscal year for which an LCAP is adopted or in the prior year may expend funds on a districtwide basis.</p> <p>15496(b)(1)(A), (b)(2)(A), (b)(3)(A), (b)(4)(A) (b)(5)(A): (A) Identify in the LCAP those services that are being <u>funded and</u> provided on a districtwide basis.</p> <p>15496(b)(1)(B), (b)(2)(B), (b)(3)(B), (b)(4)(B) (b)(5)(B): (B) Describe in the LCAP how such services are <u>principally</u> directed towards meeting the district’s goals for its unduplicated pupils in the state priority areas.</p>	<p>Section 15496(b)(1) is edited as follows:</p> <p><u>“A school district that has an enrollment of unduplicated pupils in excess of 55 percent or more...”</u></p> <p>Accept addition of “funded.” Proposed sections 15496(b)(1)(A), 15496(b)(2)(A), 15496(b)(3)(A), 15496(b)(4)(A), and 15496(b)(5)(A), are edited as follows:</p> <p><u>“Identify in the LCAP those services that are being funded and provided on a districtwide basis.”</u></p> <p>Addition of “principally” was accepted for addition to sections 15496(b)(1)(B), 15496(b)(2)(B), 15496(b)(3)(B), 15496(b)(4)(B), and 15496(b)(5)(B), as described in comment #8.</p>
13	CRLA/CABE/ Californians Together	<p>15496(b)(1)(C), 15496(b)(2)(C), 15496(b)(3)(C), 15496(b)(4)(C) And countywide 15496(b)(5) – see below: Establish criteria for determining whether a service meets the standards for “most effective use of funds” in all cases, whether a school or district enrollment percentage is above or below the stated thresholds. These criteria should track the requirements of the Title I regulations, as anticipated by the statute, and require that expenditures be based on strategies that specifically address the purpose of the supplemental and concentration grant funding as well as the eight state priorities.</p> <p>Add new section 15496(b)(1)(C) and (b)(3)(C): <u>“Describe how the services are an effective use of funds that will</u></p>	<p>Reject: The proposed amendments would impose a similar standard on LEAs with at least 55 percent enrollment of unduplicated pupils as is imposed when such enrollment is less than 55 percent. This standard is not necessary when enrollment of unduplicated pupils is 55 percent or more.</p> <p>Reject: County offices of education serve unique populations of pupils. The needs of those pupils and programs operated by county offices of education to serve those pupils necessarily vary significantly within and</p>

TITLE 5 LOCAL CONTROL FUNDING FORMULA AND TEMPLATE REGULATIONS

	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
		<p><u>increase or improve services for English learners, low income students and foster youth through identified methods such as research-based programs or allocation of staffing or services that address those students' needs and are designed to meet the districts' goals for its unduplicated pupils in the state priority areas."</u></p> <p>New section 15496(b)(5)(C) <u>"Describe in the LCAP how these services are the most effective use of the funds and will increase or improve services for English learners, low income students and foster youth through identified methods such as research-based programs or allocation of staffing or services that address those students' needs and are designed to meet the county office of education's goals for its unduplicated pupils in the state priority areas."</u></p> <p>Modify sections 15496(b)(2)(C) and (b)(4)(C): Describe how these services are the most effective use of the funds and <u>will increase or improve services for English learners, low income students and foster youth through identified methods such as research-based programs or allocation of staffing or services that address those students' needs and are designed to meet the district's goals for its unduplicated pupils in the state priority areas.</u></p>	<p>across county offices of education. Thus, it is not appropriate to prescribe a particular threshold and higher standard of effectiveness for county offices of education.</p> <p>Partially accept: Language was added to more fully state how a district should describe the basis for its determination that services funded by districtwide or schoolwide expenditures of supplemental and concentration funds are the most effective use of such funds to meet the district's goals for its unduplicated pupils in the state priority areas where the percentage of unduplicated pupils in the district or school is under the respective threshold specified in the expenditure regulations.</p> <p>Proposed sections 15496(b)(2)(C) and 15496(b)(4)(C) are edited as follows:</p> <p><u>"Describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state priority areas. The description shall include the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experience, or educational theory."</u></p> <p>Partially reject: Proposed additional language is redundant, and "allocation of staffing" is unclear.</p>

TITLE 5 LOCAL CONTROL FUNDING FORMULA AND TEMPLATE REGULATIONS

	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
14	EdVoice	<p>15496 (b)(1), (b)(2), (b)(3), and (b)(5): Modify these sections to add the following language: <u>“(C) Explain in the LCAP how those services will provide a higher level of service to support unduplicated pupils meeting, at a minimum, the pupil achievement goals and specific actions necessary to correct deficiencies, if any, and help unduplicated pupils achieve the goals in the other statewide priorities, as applicable.”</u></p> <p>15496(b)(4): Delete 15496(b)(4). Because EC 422380.07 references 20 USC 6314 the flexibility authorized by the Legislature acknowledges the eligibility standard of 40% and 20 USC 6314(b)(1)(A)-(J) is the limit to the restrictions that can be imposed on the use of supplemental grants for schoolwide purposes.</p>	<p>Reject: This comment imposes a similar standard on LEAs with at least 55 percent enrollment to the standard for less than 55 percent to provide services districtwide, and a similar standard of at least, or below 40 percent enrollment to provide services schoolwide. This standard is not necessary when enrollment of unduplicated pupils is 55 percent or more districtwide or 40 percent or more schoolwide.</p> <p>Reject: EC section 42238.07 authorizes the board to adopt regulations that govern the expenditure of funds apportioned on the basis of the number and concentration of unduplicated pupils pursuant to Sections 2574, 2575, 42238.02, and 42238.03, which shall <u>include but not be limited to</u> the two provisions set forth in the statute. Thus, EC section 42238.07(b) does not preclude the board from adopting regulations that authorize schoolwide and districtwide expenditures for supplemental and concentration grant funds. Statute refers to ESEA and provides for spending regulations “no more restrictive” than specified in ESEA statute.</p>
15	CRLA/CABE Californians Together	<p>15496(b)(5): Modify to require countywide only when in excess of 55% of unduplicated pupils. Delete authorization for charterwide:</p> <p>(b)(5) A county office of education expending supplemental and concentration grant funds on a countywide basis or a charter</p>	<p>Reject: Reject changing the threshold for countywide to 55 percent, for the reasons indicated in above comment # 13.</p>

TITLE 5 LOCAL CONTROL FUNDING FORMULA AND TEMPLATE REGULATIONS

	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
		<p>school expending supplemental and concentration grant funds on a charterwide basis <u>may only do so if it has an enrollment of 55% or more unduplicated students</u> and shall do all of the following:</p>	
16	CRLA/CABE Californians Together	<p>15496(b)(5)(A)(B)(C): Delete charter schools authorization to use funds on a charterwide basis. Also add same changes to (1)-(2) and add new (3) that were added for districtwide schoolwide. (A) Identify in the LCAP those services that are being <u>funded and provided</u> on a countywide or charterwide basis. (B) Describe in the LCAP how such services are <u>principally</u> directed towards meeting the county office of education's or charter school's goals for its unduplicated pupils in the state priority areas.</p>	<p>Partially accept: Section 15496(b)(5)(A) is edited to add "funded and," as follows: <u>"Identify in the LCAP those services that are being funded and provided on a charterwide or countywide basis."</u> Partially reject: By law, charter schools are authorized to operate with flexibility. The regulations give school districts flexibility and charter school flexibility should not be limited by eliminating authorization for charter schools to spend on a charterwide basis.</p>
17	CSDC	<p>15496(b)(5)(B): Delete the verbiage requiring charters "to describe how charter wide expenditures meet the goals in the state priority areas." This language is unnecessarily restrictive and should be deleted or expanded to include local priorities</p>	<p>Partially accept: Addition of local priorities is consistent with statute. Section 15496(b)(5)(B) is edited to state as follows: <u>"Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the...charter school's goals for its unduplicated pupils in the state and any local priority areas, as applicable.</u> Partially reject: Retain requirement to describe of expenditures. This requirement implements expenditure of funds on a charterwide basis to increase or improve</p>

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	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
			services for unduplicated pupils consistent with statutory purpose and requirements.
18	Civil Rights Coalition ACLU/Public Advocates Families in Schools CRLA/CABE/ Californians Together (suggest same language by repealing 15496(c) and add new section 15497) Ed-Trust West	<p>15496(c): Add: new 15496(c): <u>The county superintendent of schools shall, at a properly noticed public hearing, approve a local control and accountability plan only if it satisfies all of the following conditions:</u></p> <p>(a) <u>The LEA has in good faith addressed all required components of the LCAP</u></p> <p>(b) <u>The budget for the applicable fiscal year adopted by the governing board of the school district includes expenditures sufficient to implement the specific actions and strategies included in the LCAP adopted by the governing board of the school district, based on the projections of the costs included in the plan; and</u></p> <p>(c) <u>The LEA has accurately computed the funds and percentage it must expend to increase or improve services on unduplicated pupils pursuant to Section 15496(a) and, where applicable, has met the standards for district or schoolwide use of those funds pursuant to Section 15496(b)</u></p> <p>Add new subsection (d) to 15496</p> <p>(d) <u>The determinations required under Education Code Section 52070(d)(3) shall be made by the county superintendent of schools in a public hearing. The county superintendent of schools shall only approve a local control and accountability plan if the local education agency has accurately computed the funds and percentage it must expend to increase or improve services for unduplicated pupils pursuant to Section 15496(a), and where applicable, has met the standards for districtwide or schoolwide use of those funds pursuant to Section 15496(b)</u></p>	Reject: The suggested changes exceed the scope of county superintendent authority in approving an LCAP as specified in <i>EC</i> section 52070. A county superintendent is not authorized or required to conduct a noticed public hearing.

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	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
19	CRLA/CABE/ Californians Together	<p>In addition to the Language above suggested by the coalition, these commenters suggest also adding the following to new separate 15497:</p> <p><u>(b) The county superintendent shall particularly review any descriptions provided in Section 15496(b) when determining whether the LEA has fully demonstrated that it will increase or improve services for unduplicated pupils under subdivision (a).</u></p> <p><u>(c) COES are authorized to review LCAPS and aligned budgets to determine whether federal funds were appropriately used.</u></p> <p><u>(d) If a county superintendent of schools does not approve an LCAP because the LEA has failed to meet its proportionality requirement as specified in the section, it shall provide technical assistance to the LEA in meeting that requirement pursuant to Education Code section 52071.</u></p>	<p>Partially accept: Proposed section 15496 is edited to delete subdivision (c). A new proposed section 15497 is added. This new section includes most of the language of the previously proposed section 15496(c), with changes indicated as set forth in above comment #3.</p> <p>Partially reject: Do not incorporate the language in the commenters proposed subsection (c). Proposed section 15497 requires county superintendents to review the descriptions in section 15496(b). In addition, the phrase “particularly review” is ambiguous and does not add clarity.</p>
20	EdVoice	<p>15496(c):</p> <p>(c) In making the determinations required under Education Code section 52070(d)(3), the county superintendent of schools shall review <u>LCAPs including any descriptions provided under (b) (b)(2)(B) and (b)(2)(C) or subdivisions (b)(4)(B) or (b)(4)(C) when to determineing</u> whether the LEA has fully demonstrated that it will increase or improve services for unduplicated pupils under subdivision (a). If a county superintendent of school does not approve an LCAP because the LEA has failed to meet its <u>proportionality requirement to increase or improve services for unduplicated pupils</u> as specified in this section, it shall provide technical assistance to the LEA in meeting that requirement pursuant to Education Code 52071.</p>	<p>Partially accept; proportionality—The new proposed section 15497, set forth above at comment #3, includes the clarifying language <u>“...requirement to increase or improve services for unduplicated pupils... .”</u></p> <p>Partially reject: Do not include “LCAPs including” language because it is redundant; or (b) (b)(2)(B) and (b)(2)(C) or subdivisions (b)(4)(B) or (b)(4)(C) when would exclude charter schools.</p>
21	Civil Rights Coalition ACLU/Public Advocates	<p>15496(c):</p> <p>(c) In making the determinations required under Education Code</p>	<p>Reject: The proposed language requiring a county superintendent to “particularly review”</p>

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	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
		section 52070(d)(3), the county superintendent of schools shall <u>particularly</u> review any descriptions provided...	is ambiguous and does not provide clarity.
22	Colin Miller, Vice President of Policy – California Charter Schools Association (CCSA)	<p>15496(c): Delete “LEA” and replace with “school district” (c) In making the determinations required under Education Code section 52070(d)(3), the county superintendent of schools shall review any descriptions provided under (b)(2)(B) and (b)(2)(C) or subdivisions (b)(4)(B) and (b)(4)(C) when determining whether the <u>LEA school district</u> has fully demonstrated that it will increase or improve services for unduplicated pupils under subdivision (a). If a county superintendent of schools does not approve an LCAP because the <u>LEA school district</u> has failed to meet its proportionality requirement as specified in this section, it shall provide technical assistance to the <u>LEA school district</u> in meeting that requirement pursuant to Education Code 52071.</p>	Accept: The new proposed section 15497, set forth above in comment #3, replaces “LEA” with “school district.”
23	CRLA/CABE/ Californians Together	<p>15496: Add reference to Title III ESEA statute.</p>	Reject: ESEA Title III is not a source of rulemaking authority
24	CCSA CSDC	<p>15497 [Local Control and Accountability Plan and Annual Update Template]: Clarify that compliance with the guiding questions is optional: In 6th paragraph, 1st sentence: For each section of the template, LEAs shall <u>should</u> comply with instructions and In 6th paragraph, 1st sentence: For each section of the template, LEAs shall <u>should</u> comply with instructions and <u>may</u> use the guiding questions as prompts (but not limits) for completing the information as required by statute. Delete reference to EC 47605 since that reference is to charter petitions not the charter annual update template.</p>	<p>Partially accept: Proposed section 15947 (Local Control and Accountability Plan and Annual Update [“LCAP Template”] is edited; with the addition of a new proposed section 15947 (described above at comment #3), the LCAP template is now set forth in proposed section 15948. The first sentence in the sixth paragraph of the introductory section the sentence is edited as follows: <u>“For each section of the template, LEAs should shall comply with instructions and should should use the guiding questions as prompts (but not limits) for completing the LCAP... .”</u></p>

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			<p><u>These edits are necessary and appropriate to clarify the sentence to assist LEAs in developing and completing the LCAP.</u></p> <p>Partially reject: The reference is appropriate because <i>EC</i> section 47605 references requirements to address state priorities identified in <i>EC</i> section 52060(d).</p>
25	CRLA/CABE Californians Together	<p>15497 [Local Control and Accountability Plan and Annual Update Template]: In A, Conditions of Learning, Implementation of State Standards: Add reference to ELD standards since those are part of common core. <i>Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils including English learners.</i></p> <p>In B, Pupil Outcomes, Pupil Achievement, add “disaggregated by unduplicated pupils”, as follows: <i>Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, shard of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advance Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program, disaggregated by unduplicated pupils.</i></p>	<p>Partially Accept: The LCAP Template [proposed section 15948] is edited to add: “...and English language development standards..” to State Priorities, Section A. Conditions of Learning: Implementation of State Standards. Partially reject: Proposed section 15948 is not edited to add “<u>disaggregated by unduplicated pupils</u>”. Such a requirement is beyond the scope of statute.</p>
26	Janice Gilmore-See (Frost), President - California School Library Association	<p>15497 [Local Control and Accountability Plan and Annual Update Template]: In Section A Conditions of Learning, add a new bullet as follows: <u>Libraries, Literacy and Research: Ensure that all students have access to access to instruction in high quality literacy, information</u></p>	<p>Reject: Section A reflects the state priorities as listed in <i>EC</i> sections 52060 and 52066. This requirement is not listed in statute.</p>

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	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
		<p><u>content and digital learning skills, a quality school library, online student safety, and professional development for teachers in using 21st Century technology as it allies to learning and teaching.</u></p>	
27	<p>Civil Rights Coalition PICO ACLU/Public Advocates Student Rights Coalition</p>	<p>15497: [Local Control and Accountability Plan and Annual Update Template]: LCAP Template Section 1, Stakeholder Engagement, Guiding Question 1: Add low-income youth and English learners to the examples.</p>	<p>Accept: The LCAP Template [proposed section 15948] is edited to add the suggested language to LCAP Template Section 1, Stakeholder Engagement, as follows:</p> <p><u>“How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learners, English learner parents, community organizations representing English learners, low income youth, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP.</u>”</p>
28	<p>Civil Rights Coalition PICO ACLU/Public Advocates</p> <p>Melia Franklin, Executive Director - Bay Area Parent Leadership Action Network (PLAN)</p>	<p>15497: [Local Control and Accountability Plan and Annual Update Template]: LCAP Template, Section 1: Add Guiding Question: What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, <u>including engagement with pupils identified by Education Code section 42238.01</u></p> <p>LCAP Template, Section 1: Add Guiding Question:</p>	<p>Accept: The LCAP Template Section 1 Stakeholder Engagement [proposed section 15948] is edited to add a guiding question #6, as follows:</p> <p><u>“What specific actions were taken to consult with pupils to meet the requirements of Section 15495(a)?”</u></p> <p>In addition, proposed section 15495(a) was</p>

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		<p><u>What specific actions were taken to ensure engagement of pupils meet statutory requirements for stakeholder engagement?</u></p>	<p>edited to add a definition of “consult with pupils” as described in comment #1:</p> <p>Reject: EC sections 52062 and 52068 do not reference consulting with students. EC section 47606.5 refers to consulting with students in developing the annual update of the LCAP for charters. EC sections 52060 and 52066 are the sections requiring consulting with students.</p>
29	<p>CRLA/CABE Californians Together</p> <p>Parent Organization Network</p> <p>Asian Americans Advancing Justice</p> <p>Student Rights Coalition</p>	<p>15497 [Local Control and Accountability Plan and Annual Update Template]: LCAP Section 1 Stakeholder Engagement: Modify Guiding Question #3 to clarify that data must be disaggregated. (3) What information (e.g. quantitative and qualitative data/metrics <u>of pupils disaggregated by unduplicated pupils</u>) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? Modify Guiding Question #3 to increase transparency: What information (e.g. quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available and where was the <u>information posted?</u></p>	<p>Partially reject: Requirements to provide disaggregated data and the place where information was posted are beyond the scope of statute.</p> <p>Partially accept: The LCAP Template, Section 1, Stakeholder Engagement [proposed section 15948] is edited to add a sentence to guiding question #3, as follows:</p> <p><u>“How was the information made available?”</u></p>
30	<p>CRLA/CABE Californians Together</p>	<p>15497 [Local Control and Accountability Plan and Annual Update Template]: LCAP Section 1 Stakeholder Engagement: Modify Guiding Question #4 to clarify which recommendations were rejected and why:</p> <p>4) What changes, if any were made in the LCAP prior to adoption as a result of written comments or other feedback received by the</p>	<p>Reject: Proposed edits are not necessary.</p> <p>The addition of the proposed question may lead to LEAs including unnecessary and lengthy information regarding process that would detract from the transparency of the changes to be implemented through the goals, actions, and expenditures.</p>

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		LEA through any of the LEA's engagement processes? <u>What recommendations, if any, were rejected and reasons for rejection?</u>	
31	Civil Rights Coalition ACLU/Public Advocates Ed-Trust West PICO Student Voice Coalition Student Rights Coalition Families in Schools	15497 [Local Control and Accountability Plan and Annual Update Template]: LCAP Section 1 Stakeholder Engagement: Modify Guiding Question #5 to better articulate student role: (5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including <u>identifying clearly which committees are being used to meet the minimum requirements and the composition of the committees with a focus on the representation of engagement with representatives of parents and guardians</u> of pupils identified in Education Code section 42238.01?	<p>Partially accept: Two separate questions are created one for parent engagement, one for pupil engagement: Edits to Guiding Question #5 [LCAP Template Section 1] are proposed, as follows: <u>“What specific action were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of of parents and guardians of pupils identified in Education Code section 42238.01?”</u></p> <p>A Guiding Question #6 [LCAP Template Section 1] is proposed, as follows: <u>“What specific actions were taken to consult with pupils to meet the requirements of Section 15495(a)?”</u></p> <p>Edits to section 15495(a) to define “consult with pupils” are proposed as described above in comment #1.</p> <p>Committee composition requirements are addressed by proposed edits as follow:</p> <p>Proposed section 15496, subdivision (b) is edited to state:</p> <p><u>“English learner parent advisory</u></p>

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			<p><u>committee,' as used in Education Code sections 52063 and 52069 for those school districts or schools and programs operated by county superintendents of schools whose enrollment includes at least 15 percent English learners and at least 50 percent pupils who are English learners, shall be composed of a majority of parents or legal guardians of pupils to whom the definition of Education Code section 42238.01(c) apply. A governing board of a school district or a county superintendent of schools shall not be required to establish a new English learner parent advisory committee if a previously established committee meets these requirements.</u>"</p> <p>Proposed section 15496(e) is edited to state:</p> <p><u>"Parent advisory committee,' as used in Education Code sections 52063 and 52069, shall be composed of a majority of parents or legal guardians of pupils and include parents or legal guardians of pupils to whom one or more of the definitions of Education Code section 42238.01 apply. A governing board of a school district or a county superintendent of schools shall not be required to establish a new parent advisory committee if a previously established committee meets these requirements, including any committee established to</u></p>

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			<p><u>meet the requirements of the federal No Child Left Behind Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of Title I of that act.</u></p> <p>Partially reject: “<u>...identifying clearly which committees are being used to meet the minimum requirements and the composition of the committees with a focus on the representation of ...</u>”</p> <p>The proposed edits above related to committee composition address this comment.</p>
32	CRLA/CABE Californians Together	<p>15497 [Local Control and Accountability Plan and Annual Update Template]: LCAP Section 1 Stakeholder Engagement: Modify Guiding Question #6 to add reference to unduplicated pupils: 6) In the annual update, <u>describe how stakeholder involvement has been maintained and supported. How</u> has the involvement of these stakeholders supported improved outcomes for pupils, <u>including unduplicated pupils</u>, related to the state priorities?</p>	<p>Partially accept: Guiding Question #6 [LCAP Template section 1] is edited to become Guiding Question #7 due to the addition described above (at comment #20). In addition the content was edited to state: “<u>7) In the annual update, hHow has the involvement of these stakeholder involvement been continued and supported?</u>” Also, “How has the involvement of these stakeholders supported improved outcomes for pupils, including <u>unduplicated pupils</u> related to the state priorities?”</p> <p>Partially reject: As presented, “Describe...” is not a question, and reads as instructions.</p>
33	CRLA/CABE Californians Together	<p>15497 [Local Control and Accountability Plan and Annual Update Template]: Engagement: LCAP Section 1 Stakeholder Engagement. Add</p>	<p>Reject: The suggested addition is not a question. As instructions, the directive is beyond the scope of statute.</p>

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		<p>new Guiding Question #7: <u>7) Stakeholders should be given information as to current programs and/or services to unduplicated pupils and whether these programs or services were increased or improved or replaced with other programs and services as a result of the stakeholder engagement.</u></p>	
34	<p>Parent Organization Network Asian Americans Advancing Justice</p>	<p>15497 [Local Control and Accountability Plan and Annual Update]: LCAP Section 1 Stakeholder Engagement. Add two new Guiding Questions:</p> <p><u>7) How were parents or other stakeholders selected to participate in the committee(s) influencing the development or review of the LCAP and budget? How was the selection process publicized? Where the representatives' names released to the public once they were elected?</u></p> <p><u>8) On average, how many hours of training did parents receive from the district before reviewing proposed school or district plans and budgets? Was the quality of the training evaluated by parents? On average, how much time did parents in committees have to review a school or district plan and budget before providing official recommendations to the district?</u></p>	<p>Partially accept: Definitions of English learner parent advisory committee and parent advisory committee were added to section 15945(b)(3), as described at above comment #31.</p> <p>Partially reject: The information included in the suggested Guiding Question 8 is within proposed Guiding Questions #5 and #7.</p>
35	CPHEN/CDF/RAMP	<p>15497 [Local Control and Accountability Plan and Annual Update]: Engagement: LCAP Section 1 Stakeholder Engagement. Add new Guiding Question #7: 7) What information (quantitative and qualitative data/metrics) was considered in the engagement process that seeks to meet the health needs of unduplicated students; e.g., access to physical, social, and emotional health services for students on campus?</p>	<p>Reject: Student health needs is not one of the state priorities identified in <i>EC</i> sections 52060 or 52066. It is impractical to list all possible considerations to meet each state priority from the point-of-view of all potential organizations or individual interests.</p>

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36	CRLA/CABE Californians Together	<p>15497 [Local Control and Accountability Plan and Annual Update]: Introduction/Instruction/Guiding Questions: Amend reference to “subgroup” to “subgroup (unduplicated pupils)”. Somewhere in this document a statement should be made that “subgroup” includes English learners, economically disadvantaged pupils and foster youth otherwise one may think unduplicated pupils are ignored.</p>	<p>Reject: The statute requires goals for each subgroup identified in <i>EC section 52052</i> which includes, but is not limited to, the unduplicated pupils specified in <i>EC section 42238.01</i>. In addition, <i>EC</i> specifies, and the LCAP instructions reflect, when sections apply to subgroups in <i>EC section 52052</i> and when they apply only to unduplicated students identified in <i>EC section 42238.01</i>.</p>
37	CCSA	<p>15497: Introduction, First Sentence Clarify that the application of state priorities is different for charter schools: For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code 47606.5 require(s) the LCAP to include a description of the annual goals for all pupils and each subgroup of pupils, for each state priority <u>as defined in Section 15495(e)</u>, and any local priorities and require the annual update to include a review or progress towards the goals and describe any changes to the goals.</p> <p>Instructions, 5th sentence: Goals must address each of the state priorities <u>as defined in Section 15495(e)</u> and any additional local priorities; however, one goal may address multiple priorities.</p> <p>Clarify that LEA in this reference does not apply to charter schools: Instructions, 7th sentence: To facilitate alignment between the LCAP and school plans, the <u>school district</u> LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code 64001.</p>	<p>Partially accept: The introduction to the LCAP Template states that <u>“For charter schools, the inclusion and description of goals for state in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.”</u></p> <p><u>“...as defined in Section 15495(i)...”</u> Note: Subdivision (e) of 15495 is edited to become subdivision (i) due to the addition of other definitions</p> <p>Partially reject: should <u>may</u></p> <p>Some charter schools may have school plans pursuant to <i>EC section 64001</i> and as such may have a required school site council.</p>

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		<p>LCAP Template, Section 2: Instructions 8th Sentence: Two changes. First, to reflect the concern regarding school district LCAP. Second to clarify whether an action is required (shall) or a best practice (should). Furthermore, the <u>school district LCAP should may be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions.</u></p>	<p>LCAP Template, Section 2: Instructions edited to clarify that sharing and receipt of input is as applies to a particular type of LEA - “...<u>shared with, and input requested from, school site-level advisory groups as applicable</u>”</p>
38	CSDC	<p>15497: In the Instructions, 3rd sentence: Charter schools may adjust the charter below to align with the terms of the budget. delete Year 2 and 3 budget columns.</p> <p>In the Instructions, 8th sentence, clarify process-related requirements not applicable to charter schools e.g., school site councils, English Learner Advisory Councils, etc.)</p>	<p>Partially reject: delete Year 2 and 3 budget columns. EC section 47605 requires charter petitioners proposing to open a new charter school provide financial projections for the first three years of operation. The Section 2 instructions specify that charters schools may adjust the chart to align to the terms of the charter school’s budget.</p> <p>Partially accept: “Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable ...”</p>
39	<p>Civil Rights Coalition ACLU/Public Advocates PICO</p> <p>CRLA/CABE/ Californians Together – in consultation with language only</p>	<p>15497 [Local Control and Accountability Plan and Annual Update]: LCAP Section 2: Goals and Progress Indicators: In the Instructions, 10th sentence change as follows: Furthermore, the LCAP should be shared with, and input requested from, <u>developed in consultation with</u> school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) <u>and be consistent with and reflective of the school site priorities and plans to</u></p>	<p>Reject: The sentence, LCAP development and consultation is captured in Section 1 of the LCAP “Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.)...” is retained in the revised LCAP without change (proposed section 15498).</p>

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		facilitate alignment between school-site and district-level goals and actions.	
40	ACLU/Public Advocates Laura Faer, Statewide Education Rights Director - Public Counsel Carl Pinkston, Secretary - Black Parallel School Board	15497 [Local Control and Accountability Plan and Annual Update]: LCAP Section 2: Goals and Progress Indicators: Change Guiding Question #3 as follows: 3) What are the LEA’s goal(s) to address state priorities related to “Engagement” (e.g., pupil and parent, <u>school climate, attendance and dropout rates</u>)?	Partially reject: Edits do not include attendance and dropout rates because these are included with “pupil engagement” as stated in <i>EC</i> sections 52060(d)(5) and 52066(d)(5). Partially accept: Guiding Question #3 [Section 2] is edited as follows, “ What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)? ”
41	CRLA/CABE/ Californians Together	15497 [Local Control and Accountability Plan and Annual Update]: LCAP Section 2: Goals and Progress Indicators: Change Guiding Question #6 as follows: 6) What are the unique goals for subgroups (<u>unduplicated pupils</u>) as defined in Education Code sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils? <u>Describe the improved or increased services for each unduplicated pupil</u>	Partially reject: Reject the parenthetical. Suggested language limits the goals to only goals for unduplicated pupils. However, statute requires the district to include unique goals for all subgroups; subgroups are defined by <i>EC</i> section 52052 which is broader than just the three subgroups for unduplicated pupils, defined by <i>EC</i> section 42238.01. Partially accept: Proposed section 15495, is edited to add subdivision (j) to provide a definition of subgroup, as follows: <u>“(j) “Subgroup” means the numerically significant pupil subgroups identified pursuant to Education Code section 52052.”</u>

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42	CPEHN/CDF/RAMP	<p>15497 [Local Control and Accountability Plan and Annual Update]:</p> <p>LCAP Section 2: Goals and Progress Indicators: Add a new Guiding Question #12: 12) What information (quantitative/qualitative data/metrics) was considered/reviewed to develop health-specific goals to address each state or local priority; e.g., access to physical, social, and emotional health services, improved school facilities and infrastructure, improved access to healthy meals, and equitable access to quality academic instruction?</p>	<p>Reject: Student health needs is not one of the state priorities identified in EC 52060 or 52066. It is impractical to list all possible considerations to meet each state priority from the point-of-view of all potential organizations or individual interests.</p>
43	<p>Civil Rights Coalition</p> <p>ACLU/Public Advocates</p> <p>Public Counsel</p> <p>Carolyn Laub, Executive Director – Gay-Straight Alliance (GSA) Network</p> <p>Brian Lee, State Director - Fight Crime: Invest in Kids California</p> <p>Black Parallel School Board</p> <p>CCSA</p>	<p>15497: 15497 [Local Control and Accountability Plan and Annual Update]:</p> <p>LCAP Section 2: Goals and Progress Indicators:</p> <p>In the Section 2, Table in the last column, “Related State and Local Priorities,” change the first sentence in the parenthetical as follows: <u>(Identify specific state priority and, as applicable, statutorily-required element.)</u></p> <p>In the Section 2 Table, add new 1st column to identify each state priority area and each of the 23 statutorily-defined measures within each priority area.</p> <p>Clarify applicability of state priorities to charter schools. In the Table, last column, entitled “Related State and Local Priorities,” parenthetical: (Identify specific state priority. For districts and COEs, all priorities, <u>as defined in Section 15496(e)</u>, in statute must be included and identified; each goal may be linked to more than one priority, if appropriate.</p>	<p>Partially accept:</p> <p>The LCAP Template set forth in section 15497 is edited and replaced with a proposed LCAP Template in section 15498. The prior Section 2 Table is replaced with a revised table, in Section 2, titled as follows:</p> <p><u>“Section 2. Goals, Actions, Expenditures, and Progress Indicators”</u></p> <p><u>The edited Section 2 Table includes columns, as follows: “GOAL: Expected Annual Outcomes (In each year, must include all metrics as applicable, pursuant to Education Code sections 52060 and 52066): LCAP Year 1: xxxx-xx Year 2:”</u> <u>xxxx-xx Year 3:xxxx-xx</u></p> <p>The Instructions for completing the edited Section 2 Table are set forth in section 15498.</p>

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	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
			<p>Section 15495 was edited to add subdivision (g), which adds a definition as follows:</p> <p><u>“Required metric” means all of the specified measures and standards for each state priority as set forth in Education Code section 52060(d) and 52066(d), as applicable”</u></p>
44	CRLA/CABE Californians Together	<p>15497 [Local Control and Accountability Plan and Annual Update]: Section 3: Actions, Services, and Expenditures. In order to ensure the appropriate uses of the LCFF funds and federal funds, this section requires language in the instructions section clearly stating supplemental or concentration funds used for districtwide, schoolwide, or countywide purposes must not supplant Title I or Title III funds.</p>	<p>Reject: Supplanting of Federal funds is addressed from the perspective of, and requirements specific to, federal programs. The proposed addition is beyond the scope of the LCFF statute</p>
45	CSDC	<p>15497 [Local Control and Accountability Plan and Annual Update]: Section 3: Actions, Services, and Expenditures. Guiding Question #3 and #5 Where can these expenditures be found in the LEA budget? Subgroup data in question 5. Not required in statutes and are too complex</p>	<p>Reject: As described above, the LCAP Template previously set forth in section 15947 has been edited and is now section 15498. Guiding Question #3 in former section 15497, Section 2, is now Guiding Question #13 in Section 2 of 15498, without change; Guiding Question #5 in former section 159497, Section 2, is now Guiding Questions #2 in the Annual Update Instructions, section 2. The guiding questions are consistent with statute that requires the LCAP to include a listing and description of expenditures. As specified in the Introduction to the LCAP Template. Guiding questions are prompts (but not limits), and not requirements.</p>

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	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
46	CPEHN/CDF/RAMP	<p>15497: [Local Control and Accountability Plan and Annual Update]: Section 3: Actions, Services, and Expenditures. Guiding Questions: Add new Guiding Question #8: 8) What health specific actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to achieve the goals identified in the LCAP?</p>	Reject: Guiding questions are prompts not limits and each LEA may add Guiding Questions as deemed appropriate for community circumstances. It is impractical to list all possible considerations to meet each state priority from the point-of-view of all potential organizations or individual interests.
47	Dale Shimasaki, Ph.D.,AAP CA Advocate - Association of American Publishers, Inc.	<p>15497 [Local Control and Accountability Plan and Annual Update]: Section 3: Actions, Services, and Expenditures: Require districts to list the title, subject and date of publication of those instructional materials used to implement the academic standards (priority 2), including the common core math and the common core reading adoption.</p>	Reject: This is beyond the scope of the LCAP. This information is already included in the School Accountability and Report Card and there is legislative intent to minimize duplication of reporting requirements. Adding this requirement would be counter to that intent.
48	Civil Rights Coalition ACLU/Public Advocates Ed-Trust West	<p>15497 [Local Control and Accountability Plan and Annual Update]: Section 3: Actions, Services, and Expenditures.:</p> <p>Transparency on Prior Year Expenditures: Add a space in the LCAP to describe how the LEA calculated the prior year expenditures in Step 2 (15496(a)(2))</p> <p>Create a space in the LCAP template where LEAs must identify the dollar amount and methodology used to estimate “the amount of LCFF funds expended by the LEA on services for unduplicated pupils in the prior year that is in addition to what was expended on services provided for all pupils” as described in steps 2 of the 7 step “proportionality” calculation outlined in CCR Section 15496(a)</p>	Reject: Calculation results and process is captured in Section 3: Use of Supplemental and Concentration Grant funds and Proportionality, of the LCAP Template [Section 15498]. Review process required by EC sections 52070(d)(3), 52070.5(d)(3), and Section 15497 will verify the expenditure requirements for meeting the proportionality requirements, including the accuracy of calculations.
49	CSDC	<p>15497 [Local Control and Accountability Plan and Annual Update]:</p>	Reject: One template has been developed for use by all LEAs; the proposed regulations

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	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
		<p>No requirement in statute for charter schools to provide the detailed description of and/or justification for the use of funds. Instead have charter-specific template to as charter of identify the percentage increase in funding generated by unduplicated low income, foster youth, and English learner students.</p>	<p>were purposefully developed to capture the description and/or justification of use of funds and are consistent with statute.</p>
50	<p>CRLA/CABE/ Californians Together</p>	<p>15497: [Local Control and Accountability Plan and Annual Update]: Revise the instruction to delete reference to districts and schools below specified thresholds. Guiding Questions: #7C This instruction refers to districts and schools below specified thresholds. Districts and schools should not be able to expend their supplemental and concentration funds for districtwide or schoolwide purposes when this is not the intent of the LCFF statute.</p>	<p>See response to comment #9 above.</p>
51	<p>Civil Rights Coalition ACLU/Public Advocates EdVoice Children Now Assembly Members Asian Americans Advancing Justice</p>	<p>New Regulation/No specific language suggested: Direct CDE to create and districts to use distinct SACS codes so that districts differentially track LCFF base funding and LCFF supplemental and concentration funding. Utilize SACS structure to track the use of supplemental and concentration funding separate from base funding to ensure a district's expenditures align with its LCAP. Include transparent and standard data and expenditure reporting.</p>	<p>Reject: Use of distinct SACS codes to track funding as described by commenters will not typically provide the desired outcome suggested in comment because SACS codes track to an LEA general ledger. The proposed spending regulations and the revised LCAP Template set forth in proposed section 15498, including the annual update, provide for transparent and standard data and expenditure reporting.</p>

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	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
52	PICO Student Voice Coalition Student Rights Coalition PLAN Dean Vogel, President – California Teachers Association (CTA) Asian Americans Advancing Justice Form Letter #1 Form Letter #3 Form Letter #6 Children Now Asian Americans Advancing Justice	<p>New Regulation/No specific language suggested: Issue a regulation mandating a formal process for districts to consult students such as creating a student advisory council which includes representation of unduplicated students and ensuring selection criteria and composition is reflected in Section 1 of the LCAP.</p> <p>Require districts to employ at least one of the following strategies to satisfy the requirement for student consultation for the purposes of the LCAP: annual survey, quarterly focus groups, semi-annual town hall or forum, participatory budget process, and/or representation of county s students on school site councils.</p> <p>Strengthen requirements for seeking student input in developing, reviewing, and updating the LCAP.</p> <p>Adhere to the statute by requiring that districts seek meaningful student input in developing, reviewing and updating the LCAP</p> <p>Students are the primary stakeholders in education and their input should matter to the Local Control Accountability process. Update the regulations to include a process for capturing what students think; create a Student Advisory Committee; and ask districts what specific actions were taken to engage with students.</p> <p>Provide adequate training to students serving in committees.</p>	<p>Partially accept: Proposed section 15495 is edited to include subdivision (a), as set forth in comment #1.</p> <p>Partially Reject: Specific training requirements exceed the scope of the statute and are not included.</p>
53	Parent Leadership Action Network Asian Americans	<p>New Regulation/No specific language suggested: Clarify that parent engagement requires access to information on strategies according to state priorities that serve high needs students currently being used in the district, the effectiveness of</p>	<p>Partially accept: Definitions of English learner parent advisory committee and parent advisory committee were added to section 15945(b)(3), as described at above comment</p>

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	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
	Advancing Justice	<p>those strategies, and the costs of services provided to accomplish each strategy.</p> <p>Improving transparency and standardization around parent selection process and data and expenditure reporting.</p> <p>Setting an accountability process that rewards districts and schools for engaging stakeholders authentically; collaborating with them throughout the LCAP process, and for being responsive to their community’s priorities in education by integrating stakeholders’ input in the LCAP and the budget.</p>	<p>#31.</p> <p>Partially reject: Comments regarding setting an accountability process do not suggest any specific language or edits.</p>
54	Civil Rights Coalition ACLU/Public Advocates Children Now GSA Network Public Counsel Fight Crime: Invest in Kids California Black Parallel School Board Andrea Ball, J.D., Legislative Advocate – California School Boards Association (CSBA) PICO Children Now	<p>New Regulation/No specific language suggested: Provide an electronic needs-assessment connected to the LCAP, with certain fields pre-populated with data that is already submitted to CDE.</p> <p>The LCAP template format should be modified so that the metrics and goals are aligned, in a single section, with the specific action and expenditure information.</p> <p>Establish common definitions of indicators that are consistent with state law, such as chronic absenteeism</p> <p>Create electronic template and provide access to electronic links to state data sets that can be used to define and measure progress in the state priorities.</p>	<p>Partially accept: The LCAP template, Section 2 and Section 3 tables have been combined so that the goals and actions, services, and expenditures related to that goal are on a single page. This should help ensure greater alignment between goals and expenditures.</p> <p>An Appendix has been added that includes definitions for indicators that have a statutory definition, including chronic absenteeism.</p> <p>Partially reject: Comments regarding the electronic template do not suggest any specific language or edits. However, the CDE has developed a timeline for an electronic template as outlined in the SBE’s May 2014 agenda item.</p>
55	ACLU/Public Advocates	<p>New Regulation/No specific language suggested: Add requirement that the SBE conduct an annual review of the template each fall and a standing board meeting whether to commence rulemaking to modify the LCAP template in response</p>	<p>Reject: Statute does not require modification of the LCAP template on a particular or prescribed schedule.</p>

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	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
	CTA	<p>to the past year's implementation experiences.</p> <p>For the next few years, SBE conduct an annual substantive review of the LCAP template, with an eye toward January adoption of a revised template as appropriate.</p>	
56	Zoe Rawson - Labor/Community Strategy Center's Community Rights Campaign	<p>New Regulation/No specific language suggested: Template should require districts to account for the impact of police presence in schools, report data on the use of law enforcement in handling student behaviors, and encourage the use of alternatives to school police.</p> <p>Template should ensure that LCFF funds are directed to school sites with the highest rates of criminalization and school pushout, as evidenced by discipline and law enforcement data and discriminatory outcomes.</p> <p>Template should make explicit that LCFF funds are not to be used for school police.</p>	Reject: No specific language or comment is suggested. Each LEA has the discretion to report data or to develop alternative programs based on the discussion in the community and the goals, actions, services and expenditures developed by the LEA.
57	Parent Leadership Action Network Form Letter #3 Assembly Members Asian Americans Advancing Justice	<p>New Regulation/No specific language suggested: Improve assurances that districts are strengthening site council engagement in school level site plan development that is aligned to LCAP development by requiring greater transparency and reporting from the districts around how the specific expenditures in district and site plans align with state priorities and goals.</p> <p>Improve assurances that districts are creating the conditions necessary for authentic partnership in development of the LCAP through improving transparency and standardization around dollars and data, strengthening site council engagement, and requiring greater alignment between state priorities, goals and specific expenditures at the district and school level</p>	<p>Partially accept: The Section 2 and Section 3 tables have been combined so that the goals and actions, services, and expenditures related to that goal are on a single page. This should help ensure greater alignments between goals and expenditures.</p> <p>Partially reject: The comment is unclear and no specific edit to the proposed regulations is included.</p>

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	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
		<p>Ensure consultation with school site councils and alignment between LCAPS and school site plans and priorities.</p> <p>Ensure strong site council engagement.</p> <p>Strengthening parent engagement at the local level (i.e., DELAC, Parent Advisory Committees) by clarifying the purpose and rules for any advisory committee, providing recommendations on LCFF; by providing training for school staff and parents on laws, data analysis, budgeting, goal and timeline setting, and about effective program and strategies to support English learners, low-income students; and students in foster care; and by encouraging LEA's to partner or hire organizations that specialize in parent engagement to increase school staff capacity to work with parents.</p>	<p>For site councils, please see response to comments #10.</p> <p>Specific training requirements are beyond the scope of the statute.</p>
58	<p>PLAN</p> <p>Education Trust-West Children Now</p>	<p>New Regulation/No specific language suggested: Parent Advisory Councils: Require greater transparency in the form of annual reporting from the districts on what processes are being utilized to ensure that Parent Advisory Councils are engaging the parents of high needs students. Modify the LCAP guidance around parent advisory committees to add transparency to the parent advisory committee selection process.</p>	<p>Partially accept: Partially accept as to parent advisory committee selection process. A definition has been added in section 15495(e) clarifying that the parent advisory committee shall be composed of a majority of parents. Please see response to comment #31.</p> <p>Partially reject: Partially reject as to annual reporting. The statute does not require annual reporting and such language would create a mandate.</p>
59	<p>Parent Leadership Action Network</p>	<p>New Regulation/No specific language suggested: Access to Interpretation and Translation: Require districts to report annually on how they are providing legally mandated access to interpretation and translation of all information provided to parents in their primary native language, especially if the information translated was the same provided in English on</p>	<p>Reject: Translation requirements are set forth in EC section 48985 and requiring an annual report is beyond the scope of the statute.</p>

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	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
		student data, proposed district level strategies and funds principally intended to serve unduplicated pupils.	
60	Asian Americans Advancing Justice Form letter #1	<p>New Regulation/No specific language suggested: Ensure alignment between state priorities, goals, and specific expenditures.</p> <p>Require greater alignment between state priorities, goals and specific expenditures at the district and school level, including clarifying the role of the district and local school site councils in this process.</p> <p>Modify the LCAP template to ensure greater alignment between state priorities, goals and specific expenditures at the district and school level, so that parents, students and the public can understand the district's plan.</p>	<p>Partially accept: The Section 2 and Section 3 tables have been combined so that the goals and actions, services, and expenditures related to that goal are on a single page. This should help ensure greater alignments between goals and expenditures.</p> <p>Partially reject: The comment is unclear and no specific edit to the proposed regulations is included.</p>
61	California School Library Association	<p>New Regulation/No specific language suggested: Reference requirement in the regulations to provide school library services pursuant to Education Code section 18100.</p>	Reject: School library services are not one of the state priorities identified in EC sections 52060 or 52066.
62	Serge Bonte - Mountain View, CA	<p>New Regulation/No specific language suggested: CMOs charging management/ facilities/business fees will result in supplemental funds moving away from target students for non-education purposes. COEs and districts charge business fees also: Regulations to exclude LCFF supplemental funds from such management/facilities or business fees. Concerned that the proposed regulations will not be applied equally between charter and public schools.</p>	<p>Reject: Edits to the proposed regulations are not required. The proposed regulations require all LEAs to identify goals, actions, services, and expenditures being provided to all students.</p> <p>The proposed regulations are consistent with statutory requirements for all LEAs, including charter schools.</p>

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	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
63	Children Now Asian Americans Advancing Justice Form Letter #3 Form Letter #1 Form Letter #2	<p>New Regulation/No specific language suggested: Provide guidance for COE oversight in the area of COE review of district use of schoolwide and districtwide flexibility and the calculations made to determine a district’s supplemental and concentration grant amounts.</p> <p>Ensure that COEs have meaningful oversight over all districts for purposes of reviewing and approving LCAP and budgetary compliance with the LCFF statute and the State Board’s regulations.</p> <p>Ensure that COEs have COEs have meaningful oversight over all districts to ensure compliance with the LCFF statute and the state board’s regulations.</p> <p>Provide explicit guidance to COEs to review districtwide and schoolwide plans to ensure that they increase or improve services in proportion to supplemental grants in a manner that will increase academic achievement</p>	<p>Reject: No specific edit to the proposed regulations is included.</p> <p>Please see response to comments #18 and #19</p>
64	Asian Americans Advancing Justice	<p>New Regulation/No specific language suggested: Clarifying the process to report violations, including irregularities in fund allocations and expenditures.</p>	<p>Reject: No specific edit to the proposed regulations is included. <i>EC</i> section 52075 sets forth a procedure for submitting complaints.</p>
65	GSA Network Public Counsel Fight Crime: Invest in Kids California Black Parallel School Board	<p>New Regulation/No specific language suggested: Template should incorporate into one easy-to-read chart descriptions of (a) identified needs (b) goals (c) actions and (d) expenditures for each priority area and each measure.</p>	<p>Partially accept: As described above, the LCAP Template is edited as set forth in the new section 15498. Section 2: Goals, Actions, Expenditures and Progress Indicators includes a revised chart that includes a description of the goals, need(s) identified, expected annual outcomes, related state and/or local priorities, actions/services and related expenditures.</p>

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	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
66	CSDC	<p>New Regulation/No specific language suggested: Many of the requirements in the template (e.g., state priorities do not apply to charter schools and the reference to state priorities that are not applicable) is confusing. Therefore, separate charter template. If not separate template, then better call out the differences for charters – EC 44258.9, 48296, 51210, 51220 not applicable to charter schools.</p>	<p>Reject: The comment is unclear and no specific edit to the proposed regulations is included. The LCAP Template introduction also states “For charter schools, the inclusions and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the program provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code</p> <p>Development of an electronic template is under consideration, and it may be better customized to each LEA type.</p>
67	Public Counsel GSA Network	<p>New Regulation/No specific language suggested: Current guiding questions should incorporate several examples, so as to avoid confusion regarding the priority area requirements</p>	<p>Reject: The comment is unclear and no specific edit to the proposed regulations is included. State priority areas are set forth in <i>EC</i> sections 52060(d) and 52066(d) as identified in the proposed regulations. Planned goals, actions, services and expenditures are locally determined.</p>
68	Steven Ward, Legislative Analyst and Government Relations - California School Finance Reform Coalition	<p>New Regulation/No specific language suggested: Support Letter</p>	<p>This commenter does not suggest any changes to the proposed regulations; therefore no response is necessary</p>
69	CSBA	<p>New Regulation/No specific language suggested: Support</p> <p>Provide additional clarification or FAQs how LEAs may attribute</p>	<p>This commenter does not suggest any changes to the proposed regulations; therefore no response is necessary.</p>

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		<p>prior year districtwide or schoolwide expenditures in making the proportionality calculation Support Template</p>	
<p>70</p>	<p>David Kopperud, Chairperson - State School Attendance Review Board</p>	<p>15495: New Regulation/No specific language suggested: Provide specific uniform definitions for attendance rates and chronic absenteeism.</p> <p>Attendance rate be calculated as the ADA divided by the average daily enrollment for a given period of school days</p> <p>Chronic absenteeism rate use the definition in EC 60901(c)(1)</p> <p>Attendance rate and chronic absentee rates be calculated for pupil subgroups.</p> <p>Template include space for goals in reducing the chronic absenteeism rates for different subgroups as well as space for specifying interventions and expenditures at both the district and school levels</p> <p>Provide specific definitions for LCAP measures of school climate.</p> <p>In-school and out-of-school suspension rates should be calculated separately and should be reported by the subpopulations identified in the LCFF/LCAP legislation.</p> <p>Match LCAP priorities to LEA budget reviews Regulations be drafted that enable county superintendents and the SSPI to review prevention/invention efforts (including staffing) to determine if adequate resources are being provided and funded to achieve progress, especially in the area of pupil engagement and school climate.</p>	<p>Partially Accept/Partially Reject: The revised LCAP Template includes an Appendix with definitions that are identified in the School Accountability and Report Card.</p>

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	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
		<p>The LCAP template should include provisions for the LCAPs to clearly state how additional funding will be used to meet the special needs of these subpopulations, especially in the priority areas for pupil engagement and school climate.</p>	
71	Form Letter #2	<p>New Regulation/No specific language suggested: Provide a standard by which districts must, at a minimum, explicitly demonstrate that the districtwide or schoolwide services will actually improve the academic achievement of low income students, English learners, and foster youth or close persistent achievement gaps.</p>	<p>Partially Accept: See response to comment #74 below.</p>
72	Form Letter #2	<p>New Regulation/No specific language suggested: Eliminate the allowance for flexibility on the use of “concentration” grant funds for districtwide, schoolwide, or countywide purposes, as it is not authorized by law.</p>	<p>Reject: Use of supplemental and concentration funds on a schoolwide, districtwide, or countywide is authorized by statute. <i>EC</i> section 42238.07 authorizes the board to adopt regulations that govern the expenditure of funds apportioned on the basis of the number and concentration of unduplicated pupils pursuant to <i>EC</i> sections 2574, 2575, 42238.02, and 42238.03, which shall <u>include but not be limited to</u> two provisions set forth in statute. Thus, <i>EC</i> 42238.07(b) does not preclude the board from adopting regulations that authorize schoolwide and districtwide expenditures for supplemental and concentration grant funds.</p>
73	Form Letter #5	<p>New Regulation/No specific language suggested: County offices of education must review and approve Local Control and Accountability Plans (LCAP). Given this important responsibility, we must strengthen and clarify</p>	<p>Please see response to comments #18 and #19.</p>

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		<p>this oversight role.</p> <p>Oversight should be done in a public hearing.</p>	
74	CRLA/CABE/Californians Together	<p>New Regulation/No specific language suggested: Establish stronger provisions stating that supplemental and concentration funds can be used for district-wide and school-wide services only if the service demonstrably provides a differential benefit to unduplicated pupils by showing an actual increase or improvement of services to unduplicated pupils that promotes priority goals for those subgroups, also benefiting the general student population. This is necessary to ensure use of the funds in a manner that addresses unduplicated pupil achievement, goals and priorities as required by <i>EC</i> Sections 52052, 52060, and 52066.</p>	<p>Partially Accept: Edit proposed regulations sections, as follows: 15496(b)(1)(B), 15496(b)(2)(B), 15496(b)(3)(B), 15496(b)(4)(B), and 15496(5)(B) to state: <u>“Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the district’s goals for its unduplicated pupils in the state priority areas.”</u></p>
75	Children Now	<p>15497 [Local Control and Accountability Plan and Annual Update]: Section 3: Actions, Services, and Expenditures. Require the LCAP template to include information specific to foster youth. The draft LCAP template can be improved by dividing the “goal chart” in section 2 into two goal charts, one containing goals for all students, the other containing goals for at-risk subgroups, similar to the structure of the charts in section 3.</p>	<p>Reject: The LCAP Template is designed for all LEAs. An LEA can identify specific goals and actions for specific subgroups, including foster youth. The edited LCAP Template, Section 2: Goals Actions, Expenditures, and Progress Indicators [section 15498] instructions and chart require an LEA to identify the applicable pupil subgroup for a goal, and any actions, services and related expenditures applicable to a subgroup.</p>

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COMMENTS AND RESPONSES TO THE 15-DAY COMMENT PERIOD (JULY 12-28, 2014)

	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
1	Leslie DeRose, Board Member, Pajaro Valley Unified School District Niccole Childs, Board President, Hesperia Unified School District Sherri Reusche, Board Member, Calaveras Unified School District Annie Fox, PICO California Cindy Marten, Superintendent, San Diego Unified	15495(a) - No specific language recommended: Amend language to ensure pupils are consulted as the LCAP is being developed, rather than sharing the LCAP once it is completed.	Accept: As stated in response to comment #3, the language of proposed section 15495(a) is revised to ensure pupils are involved in the development of the LCAP.
2	Wesley Smith, Association of California School Administrators (ACSA)	15495(a) - No specific language recommended: Carefully consider if definition of “consult with pupils” is necessary and if so, clarify what is meant by “consulting”. The proposed definition is overly broad and unnecessary and may have implications in the Uniform Complaint Process as this process may be used when LEAs fail to comply to complete the required consultations.	Reject. The language of proposed section 15495(a), revised as described in response #3, provides a definition for “consult with pupils” to clarify that the consultation process is to enable review and comment on development of the LCAP. Inclusion of a definition for consultation with pupils is necessary to assist local education agencies (LEAs) to implement LCFF’s new statutory process for consultation with pupils. It also provides a list of permissive examples for how to complete this engagement. The revised definition provides needed flexibility for an LEA to design a process that meets the needs of its pupils, grade levels served, and type of program. As clarified, the

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	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
			proposed definition sufficiently informs LEAs and potential UCP complainants regarding the purpose and process for “consultation” required by the statute.
3	<p>California School Finance Reform Coalition</p> <p>Andrea Ball, Teri Burns, Josh Daniels, California School Boards Association (CSBA)</p>	<p>15495(a): (a) “Consult with pupils”, as used in Education Code sections 52060, 52066, and 47605.5, means a process for the presentation of the LCAP to pupils for to review and comment <u>in developing a local control and accountability plan</u>. This process may include, but is not limited to, surveys of pupils, forums with pupils, or meetings with pupil government bodies or other groups representing pupils.</p> <p>(a) “Consult with pupils”, as used in Education Code sections 52060, 52066, and 47605.5, means a process for the presentation of the LCAP to pupils for to review and comment <u>on the development of the local control and accountability plan</u>. This process may include, but is not limited to, surveys of pupils, forums with pupils, or meetings with pupil government bodies or other groups representing pupils.</p>	<p>Accept: The language of proposed section 15495(a) was revised to ensure pupils are involved in the development of the LCAP as follows:</p> <p>15495 (a):</p> <p><u>“(a) “Consult with pupils,” as used in Education Code sections 52060, 52066, and 47605.5 47606.5, means a process to enable for the presentation of the LCAP to pupils, including unduplicated pupils and other numerically significant pupil subgroups, to for review and comment on the development of the LCAP. This process may include, but is not limited to, surveys of pupils, forums with pupils, pupil advisory committees, or meetings with pupil government bodies or other groups representing pupils.”</u></p>
4	<p>David Gordon and Judith McConnell, California Task Force on K-12 Civic Learning</p>	<p>15495(a): Add the following to increase the role of students in the planning process:</p> <p>“Consult with pupils”, as used in Education Code sections 52060, 52066, and 47605.5, means a process for the presentation of the LCAP to pupils for review and comment. <u>Students are the ultimate stakeholders and they bring an important</u></p>	<p>Reject: The suggested additional language does not clarify the definition of “consult with pupils” and the District Advisory Committee is not required to be used as the parent advisory committee with which the LEA must consult on the LCAP.</p>

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		<p><u>perspective to the table, especially at the high school level.</u> This process may include, but is not limited to, surveys of pupils, forums with pupils, or meetings with pupil government bodies or other groups representing pupils, <u>or student representation on the District Advisory Committee.</u></p>	
5	Cecelia Mansfield, California State PTA	<p>15495(a): Add the following to increase the role of students in the planning process:</p> <p>“Consult with pupils”, as used in Education Code sections 52060, 52066, and 47605.5, means a process for the presentation of the LCAP to pupils for review and comment. This process may include, but is not limited to, <u>student representation on the District Advisory Committee,</u> surveys of pupils, forums with pupils, or meetings with pupil government bodies or other groups representing pupils.</p>	Reject: The District Advisory Committee is not required to be used as the parent advisory committee with which the LEA must consult on the LCAP.
6	Oscar Cruz, President and CEO, Families in Schools Civil Rights Coalition Student Voice Coalition Bill Lucia, EdVoice	<p>15495(a): Add the following to increase the role of students in the planning process:</p> <p>“Consult with pupils”, as used in Education Code sections 52060, 52066, and 47605.5, means <u>establishing</u> a process <u>or processes</u> for the <u>inclusion of pupils in the development of the LCAP and for the</u> presentation of the LCAP to pupils for review and comment. This process may include, but is not limited to, <u>formation of a student advisory committee similar in function to parent committees in subparagraphs (b) and (e) of this section,</u> surveys of pupils, forums with pupils, or meetings with pupil government bodies or other groups representing pupils. <u>The process or processes that an LEA adopts should ensure the inclusion of unduplicated pupils and other numerically significant pupil subgroups.</u></p>	<p>Partially Accept: The language of proposed section 15495(a) was revised as set forth in response #3 to ensure pupils, including unduplicated pupils and other numerically significant pupil subgroups, are involved in the development of the LCAP.</p> <p>Partially Reject: Addition of the suggested language regarding formation of a student advisory commit is not necessary as LEAs have discretion to form such a committee for consultation.</p>

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	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
7	Colin Miller, California Charter Schools Association (CCSA)	<p>15495(a): This section contains an incorrect cross reference, on page 2, line 1, replace 47605.5 with 47606.5.</p>	<p>Accept: The language of proposed section 15495(a) was revised as set forth in response to comment #3. The revisions include replacing the reference to section 47605.5 with 47606.5.</p>
8	Oscar Cruz, President and CEO of Families in Schools	<p>15495(b) and (e):</p> <p>Amend section 15495(b) and (e) to state: (b) “English learner parent advisory committee,” as used in Education Code sections 52063 and 52069 for those school districts or schools and programs operated by county superintendents of schools whose enrollment includes at least 15 percent English learners and at least 50 pupils who are English learners, shall be composed of <u>parents or legal guardians, of which at least</u> a majority of are parents or legal guardians of pupils to whom the definition of Education Code section 42238.01(c) apply <u>or an equivalent percentage as the number of pupils to whom to the definition of Education Code section 42238.01(c) apply, whichever is greater.</u> A governing board of a school district or a county superintendent of schools shall not be required to establish a new English learner parent advisory committee if a previously established committee meets these requirements.</p> <p>(e) “Parent advisory committee,” as used in Education Code sections 52063 and 52069, shall be composed of <u>parents or legal guardians, of which at least</u> a majority of are parents or legal guardians of pupils and include parents or legal guardians of pupils to whom one or more of the definitions of Education Code section 42238.01 apply <u>or an equivalent percentage as the number of pupils to whom to the definition of Education Code section 42238.01(c) apply, whichever is greater.</u> A governing board of a school district or a county</p>	<p>Reject: The suggested revisions to the proposed regulation section 15495(b) and (e) would create an additional and potentially insurmountable burden for LEAs to ensure they meet the specified percentage requirements for committee composition.</p> <p>Regulation section 15495(e) is renumbered to be 15495(f) due to the addition of a new subdivision (e), which adds a definition of “parents”. In addition, the wording of the renumbered 15495(f) is revised, as is the wording of 15495(b), as a result of the addition of new subdivision (e). See revised language set forth in response to comment #11.</p>

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	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
		<p>superintendent of schools shall not be required to establish a new parent advisory committee if a previously established committee meets these requirements, including any committee established to meet the requirements of the federal No Child Left Behind Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of Title I of that act.</p>	
<p>9</p>	<p>Civil Rights Coalition</p> <p>Maria Raouf Annie Fox, PICO California Cynthia Rice, CRLA Shelly Spiegel Coleman, Californians Together Jan Gustafson Corea, California Association for Bilingual Education (CABE)</p>	<p>Section 15495(e): Ensure parents of unduplicated pupils are represented on the parent advisory committees in proportion to the composition of unduplicated pupils in the district.</p> <p>Amend Section 15495(e) to state:</p> <p>(e) "Parent advisory committee," as used in Education Code sections 52063 and 52069, shall be composed of a majority of parents or legal guardians of pupils and include parents or legal guardians of pupils to whom one or more of the definitions of Education Code section 42238.01 apply. A governing board of a school district or a county superintendent of schools shall not be required to establish a new parent advisory committee if a previously established committee meets these requirements, including any committee established to meet the requirements of the federal No Child Left Behind Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of Title I of that act. <u>The overall representation on the committee of parents or legal guardians of pupils to whom one or more of the definitions of Education Code section 42238.01 apply should, at a minimum, be proportional to the overall representation of such pupils among the LEA's total enrollment.</u></p>	<p>Reject: The suggested revisions to the proposed regulations may create an additional and potentially insurmountable burden for LEAs to ensure they meet the specified percentage requirements for committee representation.</p>

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	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
10	Leslie DeRose, Board Member, Pajaro Valley Unified School District Niccole Childs, Board President, Hesperia Unified School District Sherri Reusche, Board Member, Calaveras Unified School District Andrea Ball, Teri Burns, Josh Daniels, California School Boards Association (CSBA)	15495(e) - No specific language change recommended: Support the clarification that the Parent Advisory Committee must be comprised of a majority of parents/guardians of pupils in general and is not limited to the categories of unduplicated pupils.	Reject: The suggested revision is not necessary. The proposed section 15495(f) requires an LEA parent advisory committee to be composed of a majority of parents of pupils, and requires inclusion of parents of pupils to whom one or more of the definitions of unduplicated pupils applies.
11	Jackie Thu-Huong Wong, Director Foster Ed, National Center for Youth Law Debra Brown, Associate Director, Children Now Alliance for Children's Rights	15495(e) Amend this section to ensure representation of foster youth on the parent advisory committee as follows: "(e) "Parent advisory committee," as used in Education Code sections 52063 and 52069, shall be composed of a majority of parents, or legal guardians, <u>or educational rights holders</u> of pupils and include parents, or legal guardians, <u>or educational rights holders</u> of pupils to whom one or more of the definitions of Education Code section 42238.01 apply. <u>The committee shall include representation from each of the three subgroups of pupils defined in Education Code section 42238.01 and served by the district.</u> A governing board of a school district or a county superintendent of schools shall not be required to establish a new parent advisory committee if a previously established committee meets these requirements, including any committee established to meet the requirements of the federal No Child Left Behind Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of Title I of that act."	Partially Accept: The language of proposed section 15495 was revised to add a proposed subdivision (e) to add a definition of "parents." The proposed definition of "parents" includes "parent, legal guardian, and educational rights holder," as follows: <u>"(e) "Parents" means the natural or adoptive parents, legal guardians, or other persons holding the right to make educational decisions for the pupil pursuant to Welfare and Institutions Code section 361 or 727 or Education Code sections 56028 or 56055, including foster parents who hold rights to make educational decisions."</u> In addition, proposed section 15495, subdivisions (b) and (f), are revised to make reference to "parent," as follows:

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	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
			<p><u>“(b) “English learner parent advisory committee,” as used in Education Code sections 52063 and 52069 for those school districts or schools and programs operated by county superintendents of schools whose enrollment includes at least 15 percent English learners and at least 50 pupils who are English learners, shall be composed of a majority of parents, as defined in subdivision (e), or legal guardians of pupils to whom the definition of in Education Code section 42238.01(c) applies. A governing board of a school district or a county superintendent of schools shall not be required to establish a new English learner parent advisory committee if a previously established committee meets these requirements.”</u></p> <p><u>“(f)(e) “Parent advisory committee,” as used in Education Code sections 52063 and 52069, shall be composed of a majority of parents, as defined in subdivision (e), or legal guardians of pupils and include parents or legal guardians of pupils to whom one or more of the definitions of in Education Code section 42238.01 apply. A governing board of a school district or a county superintendent of schools shall not be required to establish a new parent advisory</u></p>

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	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
			<p><u>committee if a previously established committee meets these requirements, including any committee established to meet the requirements of the federal No Child Left Behind Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of Title I of that act.”</u></p> <p>Partially Reject: The suggested language requiring representation from each of the three groups identified as unduplicated pupils may be burdensome for LEAs, particularly in those that have lower enrollment of unduplicated students.</p>
12	<p>California School Finance Reform Coalition</p> <p>Cindy Marten, Superintendent, San Diego Unified</p> <p>Andrea Ball, Teri Burns, Josh Daniels, California School Boards Association (CSBA)</p>	<p>15495(g): Amend language to focus on specified measures in statute and not the quantity of identified measurements as follows:</p> <p>(g) “Required metric” means all of the specified measures and standards for each state priority as set forth in Education Code sections 52060(d) and 52066(d), as applicable.</p> <p>As written, this definition can be interpreted to suggest that LEAs will be required to use <i>all</i> metrics included in the statutory provisions in the Education Code related to each state priority. This may be a requirement that may not be appropriate in all circumstances, and LEAs may also choose to establish locally defined metrics.</p> <p>Clarify this definition be clarified to require that “only those metrics that are applicable for each state priority are required.”</p>	<p>Reject: Pursuant to <i>EC</i> sections 52060 and 52066, LEAs must include every metric and objective set forth in statute for each state priority with the exception of metrics that are not applicable to the particular LEA (for example an elementary school district would not report graduation rates). The definition of “required metric” is now in the LCAP template to provide additional clarity in the instructions for the goal table.</p> <p>The commenters’ suggested language would give an LEA an option to choose only the metrics it would like to include in its LCAP to measure progress on state priorities.</p> <p>LEAs are authorized to identify and report locally identified metrics in addition to the required metrics.</p>

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	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
13	Peter Birdsall, California County Superintendents Educational Services Association	<p>15495(g) No specific language requested: Support the addition of the proposed section 15495(g) that defines “Required Metric.” This addition will help provide clarity for the LEAs when they are determining the different metrics for each of their goals as aligned to the state priorities. This addition will also enhance the review of the LCAPs by the county offices of education, as the “required metric” will be a key component of each LEA’s plan.</p>	This commenter supports the definition of “Required Metric” which is now included in the proposed revised LCAP template. See response to comment #12.
14	<p>Leslie L. DeRose, Board Member, Pajaro Valley Unified School District Wendy Benkert Ed.D. Associate Superintendent of Business Services, Orange County Department of Education. Jeff Frost Niccole Childs, Board President, Hesperia Unified School District Sherri Reusche, Board Member, Calaveras Unified School District Wesley Smith, Association of California School Administrators (ACSA) Cindy Marten, Superintendent, San Diego Unified</p>	<p>15496(b)(1)(B), (b)(2)(B), (b)(3)(B), and (b)(4)(B): Delete the word “principally” from the referenced sections. Use of this term makes the result less transparent, may limit use of funds to best serve students and distracts from the goal to improve pupil outcomes and close gaps in achievement.</p> <p>Delete the words “principally...and are effective in” and maintaining the sentence as it was written in the emergency regulations, so that the sentence would read, “<i>Describe in the LCAP how such services are directed towards meeting the district’s goals for its unduplicated pupils in the state priority areas.</i>”</p>	Reject: The term “principally” applies to the description of services that must be provided when funds apportioned on the basis of the number and concentration of unduplicated pupils are used for services on a districtwide or schoolwide basis. It provides additional clarity and does not limit the use of funds beyond the current expenditure regulations set forth in section 15496(b). Inclusion of the term “principally” is consistent with <i>EC 42238.07</i> and existing language of proposed sections 15496(b)(1)(B), (b)(2)(B), (b)(3)(B), and (b)(4)(B), that such services are intended to benefit unduplicated pupils, though they may be provided on a districtwide or schoolwide basis as specified in the proposed sections.

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	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
	Eric Premack, Charter Schools Development Center	No specific language is recommended, comment expresses general concern over the addition of the words “principally...and are effective in”. The terms are vague and impractical.	
15	Oscar Cruz President and CEO of Families in Schools Jackie Thu-Huong Wong, Director Foster Ed, National Center for Youth Law Civil Rights Coalition Debra Brown, Associate Director, Children Now Annie Fox, PICO California Ron Rapp, California Federation of Teachers Steven Nelson, Trustee, Mountain View Whisman School District Valerie Cuevas Interim Executive Director The Education Trust– West Cynthia Rice, CRLA Shelly Spiegel Coleman, Californians Together Jan Gustafson Corea, California Association for Bilingual Education	15496(b)(1)(B), (b)(2)(B), (b)(3)(B), and (b)(4)(B): Retain the 5 words, “principally” and “and are effective in” in the above-referenced sections. This amendment to the regulations will still enable districts to be innovative while fostering robust conversations at the local level on how to best serve high need pupils.	These commenters support the language of proposed sections 15496(b)(1)(B), (b)(2)(B), (b)(3)(B), and (b)(4)(B). Therefore, no response is necessary.

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	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
	(CABE) Kristine Andarmani Hillary Martinez Sheedy Dedashti Kim Miles Bill Lucia, EdVoice		
16	Angela Sims	15496(b)(1)(B), (b)(2)(B), (b)(3)(B), and (b)(4)(B): Keep 8 words (reference to comments proposed in 45 day public comment period). Retain the term “principally” and “and are effective in” in the referenced sections, add “serving unduplicated pupils”. This amendment to the regulations will still enable districts to be innovative while fostering robust conversations at the local level on how to best serve high need pupils.	Reject: Addition of the suggested phrase “serving unduplicated pupils” is unnecessary because it is redundant.
17	California School Finance Reform Coalition	15496(b)(1)(B), (b)(2)(B), (b)(3)(B), (b)(4)(B), and (b)(5)(B): Support the use of the term “principally” as proposed in the regulations, add specific language to include local priority areas and additional detail on the description required as follows: (1)(B), (2)(B), (3)(B) and (4)(B): Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the district’s goals for its unduplicated pupils in the state <u>and any local</u> priority areas. <u>The description may include alternatives considered, research, experience, or educational theory that informs the choice of services.</u> (5)(B): Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the county office of education’s or charter schools goals for its unduplicated pupils in the state and any local priority areas, as applicable. <u>The description may include alternatives considered, research, experience, or educational theory that informs the choice of services.</u>	Partially Accept: The language of proposed sections 15496(b)(1)(B), (b) (2)(B), (b)(3)(B) and (b)(4)(B) was revised to include local priority areas, as follows: <u>“Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the district’s goals for its unduplicated pupils in the state and any local priority areas.”</u> In addition, proposed sections 15496(b)(2)(C) and (b)(4)(C), were revised to include local priority areas, as follows: <u>“Describe how these services are the most effective use of the funds to meet the district’s goals for its unduplicated pupils in the state and any local priority areas.</u>

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	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
			<p>Partially Reject: Addition of suggested language to proposed regulations sections 15496(b)(1)(B), (b)(2)(B), (b)(3)(B), (b)(4)(B) and (b)(5)(B) to permit descriptions of how a choice of services is made is unnecessary when enrollment of unduplicated pupils meets or exceeds the thresholds specified in the proposed regulations and in the case of county offices of education, which serve unique populations and pupils and whose programs to serve those pupils vary significantly.</p>
18	<p>Andrea Ball, Teri Burns, Josh Daniels, California School Boards Association (CSBA)</p>	<p>15496(b)(1)(B), (b)(2)(B), (b)(3)(B), (b)(4)(B): (1)(B), (2)(B), (3)(B) and (4)(B): Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the district’s goals for its unduplicated pupils in the state <u>and any local</u> priority areas. <u>The description may include supporting research, experience, or educational theory.</u></p>	<p>Partially Accept: The language of proposed sections 15496(b)(1)(B), (b)(2)(B), (b)(3)(B), (b)(4)(B) was revised to include “ <u>and any local</u> priority” as described in response to comment #17.</p> <p>Partially Reject: The suggestion to delete the term “principally” is rejected for the reasons set forth in response to comment #14.</p> <p>Addition of the suggested language regarding description of supporting research, experience, or educational theory is rejected for the reasons set forth in response to comment #17.</p>

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	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
19	Cheryl Ingham, Humboldt County LCAP Lead Garry T. Eagles, Supt., Humboldt Co. Ofc. Of Ed.	15496(b)(1)(B), (b)(2)(B), (b)(3)(B), (b)(4)(B) and (b)(5)(B), no specific language requested: The term “principally” allows for local interpretation, COEs should be instructed to accept LCAPs that indicate how funds will be used “principally” for an identified group if LEA stakeholders and the governing board have approved the descriptions.	Reject: Directing County Offices of Education to accept or reject LCAPs as described by the commenter is beyond the scope of regulations.
20	California School Finance Reform Coalition Andrea Ball, Teri Burns, Josh Daniels, California School Boards Association (CSBA)	15496(b)(2)(C) and (b)(4)(C): Amend language to add flexibility as follows: (b)(2)(C) and (4)(C): Describe how these services are the most effective use of funds to meet the district’s goals for its unduplicated pupils in the state priority areas. The description shall include provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experience, or educational theory which may include a description of alternatives considered, research, experience, or educational theory that informs the choice of services. (b)(2)(C) and (4)(C): Describe how these services are the most effective use of funds to meet the district’s goals for its unduplicated pupils in the state priority areas. The description shall include the basis for this determination, including, but not limited to, which may include any alternatives considered, and any research, experience, or educational theory.	Partially Accept: Proposed regulation sections 15496(b)(2)(C) and (b)(4)(C) are revised to substitute “provide” in place of “include,” as follows: <u>Describe how these services are the most effective use of the funds to meet the district’s goals for its unduplicated pupils in the state and any local priority areas. The description shall include provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experience, or educational theory.</u> Partially Reject: The commenters’ suggestion to remove “including, but not limited to” and add “which may include” would eliminate the proposed regulation’s requirement that an LEA select at least one option from the list and would instead allow the LEA to use any description they so choose. The proposed change would weaken the requirement that LEAs add this description when they provide services on a districtwide or schoolwide basis and are under the enrollment thresholds specified in the regulations.

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	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
21	Eric Premack, Charter Schools Development Center	<p>15496(b)(2)(C) and (b)(4)(C) No specific language recommended: The addition of “include the basis for this determination including, but not limited to, any alternatives considered and any supporting research, experience, or educational theory” adds considerably to the length and complexity of the LCAP, likely making it less comprehensible. It is not required by statute and is burdensome.</p>	<p>Reject: This referenced language of proposed regulation sections 15496(b)(2)(C) and (b)(4)(C) further defines the description required to demonstrate that selected services are the “most effective” use of funds to meet goals for unduplicated student when an LEA under the enrollment threshold specified in regulations provides services districtwide or schoolwide pursuant to the regulations.</p>
22	Cynthia Rice, CRLA Shelly Spiegel Coleman, Californians Together Jan Gustafson Corea, California Association for Bilingual Education (CABE)	<p>15496 (b)(2): Replace existing 15496(b)(2) with the following to ensure that the same requirements apply to county offices and school districts. This would also limit the use of supplemental and concentration funds for districtwide or schoolwide purposes to LEAs, including county offices of education, over the 55% districtwide threshold or 40% schoolwide threshold for unduplicated student enrollment. Finally this would apply the standard formerly required only of those LEAs below the threshold to describe how this is the “most effective” use of funds to LEAs above the thresholds.</p> <p>“(b)(2): A school district or county office of education that has an enrollment of unduplicated pupils of more than 55 percent of the district’s, county office of education’s total enrollment, or a district or county office of education that has an enrollment of unduplicated pupils of more than 40% school site with more than 40 percent of the school sits total enrollment in the fiscal year for which an LCAP is adopted or in the prior year may expend supplemental and concentration grant funds on a district wide basis shall do all of the following: (a) Identify in the LCAP those services that are being funded and provided on a district wide basis. (b) Describe in the LCAP how such services are principally</p>	<p>Reject: Statute does not specify a minimum threshold for districtwide, charterwide, countywide, or schoolwide use of funds.</p> <p>The commenters’ suggested thresholds would limit LEAs’ ability to locally determine use of supplemental and concentration funds; proposed regulations require additional description of funded services when district or school enrollment of unduplicated pupils is below levels specified in the proposed regulations.</p> <p>County offices of education serve unique populations of pupils. The needs of those pupils and the programs operated by county offices of education to serve those pupils necessarily vary significantly within and across county offices of education. Thus, it is not appropriate to prescribe a particular threshold and higher standard of effectiveness for county offices of education.</p>

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	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
		<p>directed towards, and are effective in, meeting the district’s goals for its unduplicated pupils in the state eight priority areas.</p> <p>(c) Describe how these services are the most effective use of the funds to meet the district’s goals for its unduplicated pupils in the state priority areas. The description shall include the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experience or educational theory.</p> <p>15496(b)(3), (b)(4) and (b)(5): Delete these sections, LEAs under the 55% districtwide threshold or 40% schoolwide threshold for unduplicated student enrollment should not have the option of using supplemental and concentration funds for districtwide or schoolwide purposes.</p> <p>15496 No specific language requested: Establish criteria for determining whether a service meets the standards for “most effective use of funds”. These criteria should track the requirements of the Title I and Title III regulations, as anticipated by the statute, and require that expenditures be based on strategies that specifically address the purpose of the supplemental and concentration grant funding as well as the eight state priorities.</p> <p>Establish stronger provisions stating that supplemental and concentration funds can be used for district wide and school wide services only if the service demonstrably provides a differential benefit to unduplicated pupils by showing an actual increase or improvement of services to unduplicated pupils that promotes priority goals for those subgroups, also benefiting the general student population. This is necessary to ensure use of the funds in a manner that addresses unduplicated pupil achievement, goals and priorities as required by Sections 52052, 52060, and 52066.</p>	<p>Reject: Commenters’ suggestion to establish criteria for “most effective use of funds” that track Title I and Title III criteria would add restrictive criteria which are inconsistent with the statute’s intended flexibility for LEAs to implement locally-determined strategies and services to improve outcomes for unduplicated pupils in the state priority areas. The proposed regulations at sections 15496(b)(1)(B), (b)(2)(B), (b)(3)(B), (b)(4)(B) and (b)(5)(B) require LEAs to describe how services are principally directed towards, and effective in, meeting the district’s goals for unduplicated pupils in the state priorities and in local priorities. In addition, the proposed regulations at sections 15496(b)(1)(B), (b)(2)(C) and (b)(4)(C) require school districts</p>

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	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
		<p>15496(b): Insert after “funded” the words “from all sources, including federal funding”, in (b)(1)(A) [pg 5, line 16], (b) (2)(A) [pg 5, line 26]; (b)(3)(A) [pg 6, line 11]; (b)(4)(A)[pg 6, line 21] and (b)(5)(A) [pg 7, line 4].</p> <p>Delete “such” on line 3, pg 4 and replace with “from all sources of funds, including federal funds, and description of services provided pursuant to this section.”</p>	<p>to describe how these services are the most effective use of funds, and to provide the basis for that determination, as specified.</p> <p>Reject: Education Code section 42238.07 provides the SBE with the authority to adopt regulations governing expenditure of LCFF funds. Federal funds are governed by federal law and regulations. Insertion of language related to all fund sources goes beyond the scope of the LCFF statute and these regulations.</p>
23	Annie Fox, PICO California	<p>15497 No specific language requested: The COE oversight section is narrowed to one aspect of the review and is confusing to the field.</p>	Accept: See response to comment #24.
24	Civil Rights Coalition	<p>15497: “In making the determinations required under Education Code section 52070(d)(3), the county superintendent of schools shall include review of any descriptions of districtwide services provided pursuant to section 15496(b)(1) or section 15496(b)(2) or descriptions of schoolwide services provided pursuant to section 15496(b)(3) or section 15496(b)(4) when determining whether the school district has fully demonstrated that it will increase or improve services for unduplicated pupils pursuant to section 15496(a).”</p> <p>Alternatively, delete this sentence.</p>	<p>Accept: Proposed regulations section 15497 is revised to clarify that the COE oversight extends to all LEAs providing districtwide or schoolwide services, as follows:</p> <p><u>“In making the determinations required under Education Code section 52070(d)(3), the county superintendent of schools shall include review of any descriptions of districtwide or schoolwide services provided pursuant to sections 15496(b)(1) through (b)(4) 15496(b)(2) or descriptions of schoolwide services provided</u></p>

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	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
			<p>pursuant to section 15496(b)(4) <u>pursuant to section 15496(b)(4) when determining whether the school district has fully demonstrated that it will increase or improve services for unduplicated pupils pursuant to section 15496(a)."</u></p>
25	<p>Valerie Cuevas Interim Executive Director The Education Trust– West</p> <p>Bill Lucia, EdVoice</p>	<p>15497: Add section (b) to ensure COEs monitor compliance with prior year expenditures in the proportionality calculation:</p> <p><u>“(b) The expenditures included in the estimate of the amount of LCFF funds expended by the LEA on services for unduplicated pupils in the prior year that is in addition to what was expended on services provided for all pupils pursuant to section 15496 (a) (2). If a county superintendent of schools does not approve an LCAP because the school district has failed to meet the requirement to appropriately calculate the percentage by which services for unduplicated pupils must be increased or improved above services provided to all pupils in the fiscal year, it shall provide technical assistance to the school district in meeting that requirement pursuant to Education Code section 52071.”</u></p> <p>To ensure clarity about the expected scope of review provided by the County Office of Education, Section 15497 should be amended with a preamble, “In addition to reviewing LCAPs for consistency with the template adopted by the Board and the applicable district budget to be consistent with the LCAP as required by paragraph (2) of Section 52070...”</p>	<p>Reject: The suggested additions are not necessary. EC 52070 requires a county office of education to ensure a school district adheres to the LCAP template adopted by the SBE, adopts a budget that includes expenditures sufficient to implement the actions and strategies in the LCAP, and adopts an LCAP that adheres to the LCFF expenditure regulations adopted by the SBE. This process would include a review of the accuracy of the LEA’s calculations of proportionality, with the understanding that best estimates available at the time of LCAP adoption are utilized. Statute also requires the county office of education to provide technical assistance to school districts when it disapproves an LCAP.</p>

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	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
26	Cheryl Ingham, Humboldt County LCAP Lead Garry T. Eagles, Superintendent, Humboldt County Office of Education	15497 No specific language requested: Resist any changes to COE oversight, COEs can check technical aspects of the LCAP but should not weigh in on appropriateness of actions, this responsibility lies with the LEA and local stakeholders.	Accept: See response to comment #24.
27	Cynthia Rice, CRLA Shelly Spiegel Coleman, Californians Together Jan Gustafson Corea, California Association for Bilingual Education (CABE)	15497 No specific language requested: Clarify and strengthen COEs authority to review LCAPs & aligned budgets for the purposes of determining whether federal funds were appropriately used. Other/No specific language requested: These regulations should also make clear that CDE has responsibility to monitor the COE's, Districts and Charter schools both as to the LCFF compliance with respect to their obligations to subgrantees as specified in Sections 3113-3116, 3121-3022 and 3302 of the ESEA: EDGAR 34 CFR 80.40. The current regulations do not address this important oversight requirement and should be revised to add a new section doing so.	Reject. The suggested changes are beyond the scope of this rulemaking. Statute (<i>EC</i> 52070) states the requirements for county office of education review of LCAPs. In addition, <i>EC</i> section 42238.07 provides the SBE authority to adopt regulations governing expenditure of LCFF funds. Compliance with requirements related to federal funds is governed by federal law and regulations and is outside the scope of these regulations.
28	California School Finance Reform Coalition Valerie Pitts, Ed.D., Superintendent, Larkspur-Corte Madera School District	15497.5 [Local Control and Accountability Plan and Annual Update Template]: No specific language requested: Recommend that SBE reject changes to the LCAP template made at the July SBE meeting and retain the emergency regulations version of the LCAP template and convene a stakeholder working group to inform changes to a template at a later date. Recommend that SBE reject changes to the LCAP template made at the July SBE meeting and retain the emergency regulations version of the LCAP template and make changes after the first round of state student performance data is available.	Reject: The LCAP template in proposed section 15497.5 is revised to improve clarity. See responses to comments #49 and #53.

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	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
29	Vincent Matthews, San Jose Superintendent of Schools	<p>15497.5 [Local Control and Accountability Plan and Annual Update Template]: No specific language requested:</p> <p>Reduce the legal language in the main LCAP template, using an appendix for references (remove Education Code references and language shall/pupils) to increase readability and understanding for stakeholders.</p>	<p>Reject: Statute requires LEAs to adhere to the template to obtain approval of an LCAP, so some legal language is necessary. In addition, the LCAP template (proposed regulation section 15497.5) is revised to make it more readable and understandable to stakeholders. See responses to comments #49 and #53.</p>
30	Cynthia Rice, CRLA Shelly Spiegel Coleman, Californians Together Jan Gustafson Corea, California Association for Bilingual Education (CABE)	<p>15497.5 [Local Control and Accountability Plan and Annual Update Template]: No specific language requested:</p> <p>The following sentence from the LCAP Introduction should include a reference to the ESEA Title III, Part A, 3102, this would be consistent with the explicit reference to Title I already contained in the language:</p> <p>“The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.”</p> <p>In the State Priorities section of the LCAP, the description of Pupil Outcomes should include a sentence stating:</p> <p>“Pupils outcomes and other pupil outcomes shall be disaggregated by unduplicated pupil for the purpose of showing performance or progress by these pupils”.</p>	<p>Reject: Not necessary because the instructions for the Goal Table in the revised LCAP template, Section 2, “Expected Annual Measurable Outcomes” require identification and description of specific expected outcomes for all pupils and, where applicable, for specific subgroups.</p>

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	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
31	Peter Birdsall, California County Superintendents Educational Services Association	<p>No specific language requested: Recommend that the terminology and verbiage used in proposed section 15497.5 (LCAP Template) be aligned to the Proposed Regulations for LCFF. Currently there is incoherence between the two that will lead to confusion in the field. An example of this can be found on page seven of the LCAP Template in which question 12 outlines “performance indicators” as opposed to the “required metric” description outlined in the regulations.</p>	<p>Accept: The proposed guiding question #12 in Section 2 of the proposed LCAP template in section 15497.5 is revised as follows:</p> <p><u>“12) How do these actions/services link to identified goals and expected measurable outcomes performance indicators?”</u></p>
32	California School Finance Reform Coalition Eric Premack, Charter Schools Development Center	<p>15497.5 [Local Control and Accountability Plan and Annual Update Template]: If the recommendation to return to the LCAP template adopted through emergency regulations is not adopted, then recommend deleting from the Introduction, as follows:</p> <p>“However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan.”</p>	<p>Reject: The commenters note that this language contradicts the previous sentence which states that no narrative response is required for a guiding question. However, this language does not impose a new requirement, but instead recommends guiding questions be considered and answers reflected as the LEA deems appropriate.</p>
33	Jessica Sawko, California Science Teachers Association (CSTA) Dr. Laura Henriques, CSTA Form Letter #1 Form Letter #2 Form Letter #3 Debra Brown, Associate Director, Children Now Valerie Cuevas Interim Executive Director	<p>15497.5 [Local Control and Accountability Plan and Annual Update Template]: Address all fields and standards in the LCAP, in particular the Next Generation Science standards.</p> <p>Amend language as follows:</p> <p>implementation of <u>all</u> academic content and performance standards and English language development standards adopted by the state board, <u>including common core state standards (CCSS), next generation science standards (NGSS), English language development standards (ELD), career technical</u></p>	<p>Reject: <i>EC</i> sections 52060 and 52066 do not list all specific state board adopted standards. Instead, the statutes generally reference adopted standards. Accordingly, it includes all the adopted standards. The language of proposed regulation section 15497.5 reflects statute.</p> <p>However, this is an area SBE and CDE staff will continue to work on clarifying through communications on the CDE and SBE websites.</p>

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	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
	<p>The Education Trust–West</p> <p>Chris Roe, California STEM Learning Network</p> <p>David Gordon and Judith McConnell, California Task Force on K-12 Civic Learning</p> <p>Cecelia Mansfield California State PTA</p>	<p><u>education standards (CTE), history-social science, visual and performing arts, health education, world language, model school library, and physical education standards</u>, for all pupils, including English learners. (Priority 2)</p> <p>Suggested variations on the above language:</p> <p>Specifically state CCSS, ELA, mathematics, ELD, and NGSS. Specifically state CCSS, ELA, ELD, and NGSS. Specifically state CCSS, ELD, and NGSS.</p> <p>Additional variation:</p> <p>Include History Social Science Standards and a reference to civic learning:</p> <p>Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for <u>all subjects, including the Common Core State Standards (CCSS), English Language Development (ELD) standards, Next Generation Science Standards (NGSS), and California History-Social Science Standards, to prepare</u> all pupils, including English learners, <u>for college, career and civic life</u>. (Priority 2)</p> <p>Also received comments on general support for science education and language that identifies NGSS specifically but no specific suggested language.</p>	
34	<p>Annie Fox, PICO California</p> <p>Civil Rights Coalition</p> <p>Cynthia Rice, CRLA</p> <p>Shelly Spiegel Coleman,</p>	<p>15497.5 [Local Control and Accountability Plan and Annual Update Template] No specific language requested.</p> <p>Support clarification of English Language Development Standards as part of the state standards.</p>	<p>Letter of support; no response is necessary.</p>

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	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
	<p>Californians Together Jan Gustafson Corea, California Association for Bilingual Education (CABE)</p>		
35	<p>Cynthia Rice, CRLA Shelly Spiegel Coleman, Californians Together Jan Gustafson Corea, California Association for Bilingual Education (CABE)</p>	<p>15497.5 [Local Control and Accountability Plan and Annual Update Template] No specific language requested. The first paragraph of Section 1 should include references to Education Code sections 52060(g) and 52066(g) to ensure the public knows the ways the LCFF authorizes parents and students to participate.</p>	<p>Accept: The first paragraph of the instructions for Section 1 is revised as follows: <u>Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.</u></p>
36	<p>Oscar Cruz, President and CEO, Families in Schools</p>	<p>15497.5 [Local Control and Accountability Plan and Annual Update Template]: Amend the instructions section to ensure that the broad use of parents is not limited to the parent advisory committee, as follows: Instructions: Describe the process used to consult with parents, <u>parent advisory committees</u>, pupils, school personnel, <u>school site councils</u>, local bargaining units and the community and how this engagement contributed to development of the LCAP or</p>	<p>Reject: The proposed changes are not necessary. The instructions for the proposed LCAP template accurately reflect the statute regarding consultation with parents.</p>

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	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
		annual update.	
37	Oscar Cruz, President and CEO, Families in Schools Civil Rights Coalition Student Voice Coalition	<p>15497.5 [Local Control and Accountability Plan and Annual Update Template]: Amend guiding question #6 in section 1 as follows:</p> <p>6) What specific actions were taken to consult with pupils, <u>including unduplicated pupils</u>, to meet the requirements 5 CCR 15495(a)?</p>	Reject: The suggested change is not necessary. The phrase “consult with pupils” is defined in proposed regulation section 15496(a), which is revised to reference “unduplicated pupils” as set forth in response to comment #3.
38	Colin Miller, California Charter Schools Association (CCSA)	<p>15497.5 [Local Control and Accountability Plan and Annual Update Template]: Amend the instructions section to more accurately reflect statute as follows:</p> <p>“Describe the process used to consult with parents, pupils, school personnel, local bargaining units and the community <u>applicable stakeholders as referenced above</u> and how this engagement contributed to development of the LCAP or annual update.”</p> <p>Amend guiding question 1 as follows:</p> <p>1) How have parents, community members, pupils, local bargaining units, and other <u>applicable</u> stakeholders (e.g., parents, community members, pupils, local bargaining units, and other <u>stakeholders</u>, LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learners, English learner parents, community</p>	<p>Partially Accept: The instructions in the proposed LCAP template, Section 1, are revised as follows: <u>“Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this engagement consultation contributed to development of the LCAP or annual update.”</u></p> <p>Amend Section 1, guiding question #1 as follows:</p> <p><u>“How have parents, community members, pupils, local bargaining units, and other applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01: community members; local bargaining units; LEA personnel; county child welfare</u></p>

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	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
		<p>organizations representing English learners, low income youth, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?</p>	<p><u>agencies; county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders; English learners, English learner parents, community organizations representing English learners; low income youth, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP? “</u></p> <p>Partially Reject: Removing the list of those with whom to consult and replacing it with the suggested reference reduces clarity. However, the note that bargaining units are not included in the groups with which charter schools are required to consult is addressed in the revised language.</p>
39	<p>Valerie Chrisman, Associate Superintendent of Educational Services, Ventura County Office of Education</p>	<p>15497.5 [Local Control and Accountability Plan and Annual Update Template]: Section 1 Instructions, line 2, to be consistent with the change made from “engage” to “consult” amend as follows:</p> <p>Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units and the community and how this engagement consultation contributed to development of the LCAP or annual update.</p>	<p>Accept: The proposed LCAP instructions are revised as set forth in response to comment #38.</p>
40	<p>Cheryl Ingham, Humboldt County LCAP Lead Garry T. Eagles, Supt., Humboldt Co. Ofc. Of</p>	<p>15497.5 [Local Control and Accountability Plan and Annual Update Template]: Add specific sections to LCAP Section 1 – Engagement:</p>	<p>Reject: Addition of the suggested specific sections in the proposed LCAP template,</p>

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	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
	Ed.	<p>Add new subheadings to the chart in Section 1 of the template:</p> <ul style="list-style-type: none"> • Dates of Meetings • Audience (or, Group(s) attending) • Summary of progress - from prior year that was provided to attendees • Recommendations collected from group <p>Under Impact column add:</p> <ul style="list-style-type: none"> • Changes made to LCAP based on input from meeting, such as: <ul style="list-style-type: none"> ○ Goals revised ○ Targets for progress adjusted ○ New actions ○ Deletions 	<p>Section 1, are not necessary. They may inhibit an LEA’s narrative and require unnecessary and burdensome reporting. In addition, LEAs’ compliance with statutory requirements for the LCAP process is currently included in the audit guide and will be reviewed as part of annual audits.</p>
41	<p>Cynthia Rice, CRLA Shelly Spiegel Coleman, Californians Together Jan Gustafson Corea, California Association for Bilingual Education (CABE)</p>	<p>15497.5 [Local Control and Accountability Plan and Annual Update Template]: Add specific requirements to LCAP Section 1 – Engagement:</p> <p>Include districts listing what recommendations offered by the parent advisory committees, specifically the DELAC committees, were included in the LCAP and which were rejected by the local governing body and by the superintendent.</p> <p>Additionally, the LCFF statute requires that the school superintendent respond in writing to the DELAC members regarding their LCAP recommendations. Include verification that this occurred and a summary of the superintendent response.</p>	<p>Reject: The suggested edits are not necessary. The addition of the proposed additional requirements may lead to LEAs including unnecessary and lengthy information regarding process that would detract from the transparency of the changes to be implemented through the goals, actions, and expenditures.</p>

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	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
		<p>Add a sentence in the instructions referencing Education Code section 52062(a)(2) and the requirement that the school district superintendent present the LCAP to the English learner parent advisory committee and to respond to their comments in writing to ensure districts understand this is a requirement and COEs review this. In addition a guiding question should be added reflecting this requirement.</p> <p>Amend Guiding Question #4 (this is possibly a reference to #3) as follows:</p> <p>“3) What information (e.g., quantitative and qualitative data/metrics <u>on pupils, including duplicated pupils</u> was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?</p>	<p>Reject: The question is purposefully broad in scope to consider all students and, as applicable, specific subgroups.</p>
42	<p>Cheryl Ingham, Humboldt County LCAP Lead Garry T. Eagles, Supt., Humboldt Co. Ofc. Of Ed.</p>	<p>15497.5 [Local Control and Accountability Plan and Annual Update Template]: Remove instructions, guiding questions, and “appendix” from the LCAP template. Include them in a separate, companion document.</p>	<p>Reject: Instructions and guiding questions are provided before each table to ensure LEAs fill out the tables with the appropriate instructions and context in mind. However, this area may be further explored in the future in connection with creation of an electronic template.</p>
43	<p>Cheryl Ingham, Humboldt County LCAP Lead Garry T. Eagles, Supt., Humboldt Co. Ofc. Of Ed.</p>	<p>15497.5 [Local Control and Accountability Plan and Annual Update Template]: Number required metrics to correspond to State Priorities, i.e. Priority 1, metrics 1.1, 1.2, 1.3, etc. and use these in section tables to identify which metrics are addressed by which goal.</p>	<p>Reject: The LCAP template is intended to allow an LEA to comply with statute and regulations and provide a transparent, narrative document to share with all stakeholders. Additional coding that requires stakeholders to search for appendices to understand how a goal is measured or</p>

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	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
	<p>Californians Together Jan Gustafson Corea, California Association for Bilingual Education (CABE)</p>	<p>“Furthermore, the LCAP should be developed in consultation with” should include district level committees including the English learner parent advisory committee.</p>	
<p>46</p>	<p>Civil Rights Coalition Cynthia Rice, CRLA Shelly Spiegel Coleman, Californians Together Jan Gustafson Corea, California Association for Bilingual Education (CABE) Bill Lucia, EdVoice</p>	<p>15497.5 [Local Control and Accountability Plan and Annual Update Template]: Add the following language to Table 2 instructions:</p> <p>“Because the state priorities broadly cover an LEA’s work to support its students and achieve outcomes, almost all LEA expenditures should be listed and described as a consequence of being tied to the actions that support an LEA’s goals for each of the state priorities. In crafting goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. The LCAP should reflect how all LCFF funds are being spent.”</p> <p>Add guiding question #14:</p> <p><u>“14) Do the LEA’s goals, services, and related expenses reflect almost all of the LEA’s expenditures, including all LCFF funding?”</u></p> <p>Modify the Instructions for Section 2 of the LCAP under “Actions/Services and Related Expenditures” to read: “Left Column: Identify all annual actions to be performed and services provided. . . .” and “Right Column: Identify all annual actions to be performed and services provided. . . .”</p>	<p>Partially Accept:</p> <p>The fifth paragraph of the introduction to the proposed LCAP template is revised to include:</p> <p><i><u>Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities.</u></i></p> <p>Reject: The suggested guiding question #14 is unclear; the term “almost all” may create confusion.</p>

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	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
47	Cynthia Rice, CRLA Shelly Spiegel Coleman, Californians Together Jan Gustafson Corea, California Association for Bilingual Education (CABE)	15497.5 [Local Control and Accountability Plan and Annual Update Template]: In order to ensure the appropriate uses of the LCFF funds and federal funds, the Instructions section should clearly state supplemental or concentration funds used for district wide, schools wide or county wide purposes, must not supplant Title I or Title III funds.	Reject: Supplanting of federal funds is addressed from the perspective of, and pursuant to requirements specific to, federal programs.
48	Eric Premack, Charter Schools Development Center	15497.5 [Local Control and Accountability Plan and Annual Update Template]: The instructions and revised goals table in section 2 state that it “must include all metrics as applicable,” which is vague and/or incorrect. This should be revised to clearly note that charter schools need not include all metrics if they are not applicable to the charter school’s program, grades served, and/or if the metric relates to a law that is not explicitly applicable to charter schools. The same should be done with respect to the annual update table.	Reject: The instructions for the goal table in the proposed LCAP template, Section 2, as revised, reflect statute by requiring that all metrics be addressed, as applicable to an LEA (e.g., an elementary school district, or a charter serving only elementary school students would not provide a graduation rate). As specified in <i>EC</i> sections 47605 and 47605.6, a charter school need only address the state priorities specified in <i>EC</i> section 52060 that apply for the grade levels served, or the nature of the program operated, by the charter school.
49	Valerie Chrisman, Associate Superintendent of Educational Services, Ventura County Office of Education	15497.5 [Local Control and Accountability Plan and Annual Update Template]: The instructions for section 2 should have directions for all parts of the section 2 table, having some but not all is confusing. Does the new template accommodate including an overarching goal, with multiple outcomes with different actions and services.	Partially accept: The instructions, tables, and guiding questions in the proposed LCAP template, Section 2, are revised to provide greater clarity and transparency regarding the presentation of related goals, expected measurable outcomes, and actions/services and expenditures, as well as the scope of services and pupils, including pupil subgroups, served. The information in the Section 2 goal table is revised to reflect a vertical alignment by LCAP year. The revised

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	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
		<p>In section 2, guiding question number 12, the term performance indicators should be clarified, does this mean metrics?</p> <p>In the table, expected annual outcomes line is unclear, do the metrics connected to the goal go in that box or do you list the metrics in the second row and the expected changes in the third row? Clarification is needed in chart or instructions.</p> <p>Reviewers need to find the metrics easily. Correct this by including a description of lines 2 and 3 of the table that tell the writers to include the metrics. As it now stands line 2 looks like a general caution that all metrics must be included and it's not clear where.</p> <p>In section 2, guiding question number 13 asks where "expenditures can be found in the LEA's budget", but in the table it asks for budgeted expenditures, the guiding question should refer to both.</p> <p>In the section 2 table line 4 is very awkward- "Describe the need(s) identified, including a description of the supporting data, to develop the goal"? Here are some choices- not sure they are better but it gives an idea of the change that is needed.</p> <p>"Describe the specific data used and the needs that data surfaced which resulted in the identification this goal. "</p> <p>"Describe how this goal was identified using the data, and the identified need the data illuminated."</p> <p>"Detail the data and subsequent needs that led to the</p>	<p>instructions include headings and instructions for each part of the goal table.</p> <p>The instructions with the heading "Expected Measurable Outcomes" clarify where and how expected annual measurable outcomes should be identified.</p> <p>In addition, the proposed LCAP template, Section 2, guiding question #12 in 15497.5 is revised to read, as follows:</p> <p><u>"12) How do these actions/services link to identified goals and performance indicators expected measurable outcomes performance indicators?"</u></p> <p>Reject: The instructions for the proposed LCAP template, Section 2, under the heading "Budgeted Expenditures," specify that both the budgeted expenditures and where they can be located must be identified.</p> <p>Partially accept: The proposed LCAP template, Table 2, goal table instructions under the heading "Identified Need" are revised as follows: <u>"Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data, used to identify the need(s) develop each goal."</u></p>

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	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
		<p>identification of this goal.”</p> <p>Section 3A is much better than the old 3C and will be easier for the districts to understand.</p>	<p>The commenter supports the revisions to the LCAP template, section 3A; thus no response required.</p>
50	<p>Colin Miller, California Charter Schools Association (CCSA)</p> <p>Eric Premack, Charter Schools Development Center</p>	<p>15497.5 [Local Control and Accountability Plan and Annual Update Template]: Make the following amendments to the Instruction on page 23 to only require an LEA to complete an LCAP in a non-annual update year:</p> <p>“All LEAs must complete the LCAP and or Annual Update Template each year. “</p> <p>Make the following amendment to sentence 2 to specify this is not specific to a charter school:</p> <p>“ For a school district, Tthe LCAP is a three-year plan for the upcoming school year and the two years that follow.</p> <p>Clarify that charters do not have to comply with the following “The LCAP is a three-year plan for the upcoming school year and the two years that follow.” Specify that it is a one year plan for a charter school.</p>	<p>Reject: An LEA must complete the entire LCAP and annual update template each year. The instructions in the proposed LCAP template, Section 2, require the LEA to complete the LCAP prospectively for the next 3 years in each year to align with the budget process.</p> <p>The paragraph following the one cited by the commenter in the revised instructions for the proposed LCAP template, Section 2, further defines the flexibility allowable to a charter schools to align with the term of its budget.</p>
51	<p>California School Finance Reform Coalition</p>	<p>15497.5 [Local Control and Accountability Plan and Annual Update Template]: If the recommendation to return to the LCAP template adopted through emergency regulations is not adopted, then recommend amending language on identified need in the LCAP Table 2 Instructions as follows to reduce unnecessary amount of text added to the LCAP:</p>	<p>Reject: The instructions language which the commenter suggests be deleted is necessary to ensure an LEA provides transparency regarding a need identified by the LEA. However, the LCAP template, Section 2, and</p>

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	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
		<p>“Identified Need: Describe the need(s) identified, including a description of the supporting data, to develop each goal.”</p>	<p>instructions regarding “Identified Need” were revised to improve clarity as set forth in response to comment #49 above.</p>
52	<p>Andrea Ball, Teri Burns, Josh Daniels, California School Boards Association (CSBA)</p>	<p>15497.5 [Local Control and Accountability Plan and Annual Update Template]: Recommend amending language on identified need in the LCAP Table 2 Instructions as follows to reduce unnecessary amount of text added to the LCAP:</p> <p>“Identified Need: Describe the need(s) identified, <u>which may include including</u> a description of the supporting data <u>used</u> to develop each goal.”</p>	<p>Reject: The language which the commenter suggests amending is necessary for the reasons specified in response to comment #51.</p>
53	<p>Cindy Marten, Superintendent, San Diego Unified</p>	<p>15497.5 [Local Control and Accountability Plan and Annual Update Template] No specific language required: The description of actions, services, and outcomes should be the focus of the LCAP, not expenditures as the new template seems to suggest.</p> <p>The layout of the revised LCAP template suggests the columns for the actions and services provided to all students (first column for LCAP Year 1 subgroups, schools or level of services) should be aligned with the actions and services provided to the unduplicated students (second column for LCAP Year 1 schools or level of service) since the lines read across. This current structure does not seem to acknowledge the reality of districtwide approaches.</p> <p>The layout of the revised LCAP template suggests that school districts are able to differentiate the expenditures associated with</p>	<p>Partially accept: The instructions, tables, and guiding questions in the proposed LCAP template, Section 2, are revised to provide greater clarity and transparency as set forth in response to comment #49.</p> <p>Partially reject: The goal template does not require reporting of more detailed expenditure information. The annual update table does require an LEA to provide information related to whether or not an LEA implemented the plan for actions and expenditures laid out in the prior year LCAP. Changes were made to clarify the language in the annual update table consistent with the</p>

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		<p>the three different unduplicated pupil subgroups (English learners, low-income and foster youth), this may not be the case for many districtwide expenditures</p> <p>The inclusion of new requirements calling for more information on expenditures fails to recognize that LEAs are allowed to use supplemental and concentration grant funds to “improve or increase services,” since the focus on expenditures is more relevant if a school district increased services. By requiring more detailed expenditures, the LCAP template, in effect, will result in the reporting of dollar amounts, but does not consider the inclusion of qualitative descriptions if the delivery of services is in fact being improved.</p>	<p>changes to the goal table. The LEA may still include descriptions of qualitative changes in reporting on actions to achieve a goal.</p>
54	<p>Valerie Cuevas, Interim Executive Director The Education Trust– West</p>	<p>15497.5 [Local Control and Accountability Plan and Annual Update Template]: See attached suggested Goal Table and Annual Update template from Ed Trust West. The suggested template includes:</p> <p>Changing the orientation of table 2 so that actions, services, and expenditures for unduplicated students are listed separately from and below those for all students, similar to the 2014-15 template.</p> <p>Changing the orientation of table 2 to maintain left to right descriptions of year over year actions and expenditures to avoid repetitiveness.</p> <p>Clarify that all applicable subgroups and affected schools must be addressed separately as necessary. Add language in the template boxes to ensure this.</p>	<p>Partially accept: The instructions, tables, and guiding questions in the proposed LCAP template, Section 2, are revised to provide greater clarity and transparency as specified in the responses to comments #49 and #53.</p> <p>The instructions for the proposed LCAP, Section 2, goal table clearly state that goals for all pupil subgroups and school sites must be included, including goals for specific subgroups and school sites as applicable.</p>

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55	<p>Wesley Smith , Association of California School Administrators (ACSA) Coalition of LEAs and statewide organizations</p>	<p>15497.5 [Local Control and Accountability Plan and Annual Update Template]: Make the following changes to guiding questions for table 2:</p> <p>2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes, <u>“including improving deficiencies in positive outcomes for numerically significant pupil subgroups, redesignated fluent English proficient students, and unduplicated pupils (i.e., English learners, low-income, and foster youth)?</u></p> <p>6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and <u>numerically significant</u> subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?</p> <p>7) What are the specific <u>expected</u> outcomes, metrics, <u>and measurable</u> changes associated with each of the goals annually and over the term of the LCAP?</p> <p>10) What information was considered/reviewed for <u>numerically significant</u> subgroups identified in Education Code section 52052?</p> <p>11) What actions/services will be provided to all pupils, to <u>numerically significant</u> subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to</p>	<p>Reject: The phrase “improving deficiencies in positive outcomes” is unclear.</p> <p>Reject: Addition of the term “numerically significant,” because the term is already included under the reference to <i>EC</i> section 52052 and in proposed section 15495(j).</p> <p>Partially accept: The proposed LCAP, Section 2, guiding question #7, is revised, as follows:</p> <p><u>“7) What are the specific predicted expected measurable outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?”</u></p> <p>Reject: Addition of the term “numerically significant,” because the term is already included under the reference to <i>EC</i> section 52052 and in proposed section 15495(j).</p> <p>Reject: Addition of “unduplicated students” is unnecessary because the question identifies</p>

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		<p>unduplicated students (English learners, to low-income pupils, and/or to foster youth) to achieve goals identified in the LCAP?</p> <p>Table 2 emphasizes the amount of funding expended on each pupil subgroup rather than the amount expended on the action/service aligned to the goal. By proposing to tie expenditures to pupil subgroups, the template creates an impossible accounting challenge that cannot be reconciled. For example, an LEA receives supplemental or concentration grant funding based on whether the pupil is either an English learner (EL), low-income (LI), or a foster youth. The LEA receives only one allocation regardless if the pupil is both an EL and LI, hence the term unduplicated. The proposed template indicates expenditures are to be detailed by subgroup and for an unduplicated pupil a dollar may be counted twice, which does not accurately reflect expenditures.</p> <p>See attached suggested goal table from the Association for California School Administrators and the Coalition of statewide organizations and administrators. The proposed table 2 includes the following changes:</p> <p>Amending the 2nd heading to read “Expected Annual Measurable Outcomes”</p> <p>Adding the term “numerically significant” to references to subgroups pursuant to Education Code section 52052.</p> <p>Remove the separate right hand column that details actions and expenditures for unduplicated pupils and instead allow an LEA to</p>	<p>and includes “unduplicated students” by referencing English learners, low-income pupils, and foster youth.</p> <p>Partially accept: The proposed LCAP template, Section 2, goal table is revised as described in response to comments #49 and #53. The revised goal table and “Budgeted Expenditures” instructions make clear that the reporting of expenditures is linked to the described action/service and not separately to each of the subgroups.</p> <p>Accept: The revised LCAP template, Section 2, goal table and annual update table include the term “measurable” as suggested.</p> <p>Reject: The term “numerically significant” is unnecessary as Education Code section 52052 and the definition of “subgroup” in proposed section 15495(j) already describes</p>

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		<p>check a box indicating which pupil group an action or expenditure applies to.</p>	<p>subgroups as numerically significant.</p> <p>Partially accept: The instructions, tables, and guiding questions in the proposed LCAP template, Section 2, are revised to provide greater clarity and transparency as specified in the responses to comments #49 and #53.</p>
<p>56</p>	<p>Valerie Chrisman, Associate Superintendent of Educational Services, Ventura County Office of Education</p>	<p>15497.5 [Local Control and Accountability Plan and Annual Update Template]: The detailing of budgeted vs. actual expenditures in the update section is of tremendous concern to districts and reviewers. How are County Offices of Education going to monitor without having to review two budgets now? Change “actual expenditures” to “expenditures”.</p> <p>Guiding questions under number 5 are currently in the wrong order. First, one needs to look at what changes/progress is made and how they compare to what was predicted. Then they would detail the changes which will be made after that review.</p> <p>On guiding question 5: make the following amendments: “5) What changes in actions, services, and expenditures will be have been made as a result of reviewing past progress and/or changes to goals? What changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?”</p>	<p>Partially reject: See revisions to the proposed LCAP template, Section 2, annual update table, described in response to comment #64 below.</p> <p>Partially accept: The LCAP template, Section 2, Annual Update Guiding questions are revised as follows: Question #5 is revised, and guiding question #6 is added:</p> <p><u>5. What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services? What changes in actions, services, and expenditures will be made as a result</u></p>

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			<p>of reviewing past progress and/or changes to goals? What changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?</p> <p>6. <u>What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?</u></p>
57	Colin Miller, California Charter Schools Association (CCSA)	<p>15497.5 [Local Control and Accountability Plan and Annual Update Template]: Add clarity to the annual update table instructions for charter schools on page 27 as follows:</p> <p>“Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066 <u>and 47606.5 as applicable.</u>”</p>	<p>Reject: The education code references apply to the required metrics, not the annual update requirement, and the required metrics are not directly referenced in section 47606.5, but are applicable to charter schools by reference to section 52060 in sections 47605 and 47605.6.</p>
58	Oscar Cruz, President and CEO, Families in Schools	<p>15497.5 [Local Control and Accountability Plan and Annual Update Template]: See attached suggested Goal Table and Annual Update template from Families in Schools. The proposed template includes:</p> <p>Amending table 2 and the annual update table to show three years of expenditures horizontally rather than the proposed vertical alignment. Also add a prior year column to table 2 that shows the expenditures made in the prior year.</p>	<p>Partially accept: The instructions, tables, and guiding questions in the proposed LCAP template, Section 2, are revised to provide greater clarity and transparency as specified in the responses to comments #49 and #53.</p> <p>Partially reject: The proposed LCAP template, Section 2, is revised to provide greater clarity and transparency. Vertical alignment of Goals, Actions and Services,</p>

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			and expenditures would diminish transparency, and readability of the plan.
59	Annie Fox, PICO California Civil Rights Coalition Bill Lucia, EdVoice	15497.5 [Local Control and Accountability Plan and Annual Update Template] No specific language requested. Support annual update table	Letter of support; no response necessary.
60	Cheryl Ingham, Humboldt County LCAP Lead Garry T. Eagles, Supt., Humboldt Co. Ofc. Of Ed.	15497.5 [Local Control and Accountability Plan and Annual Update Template]: See attached suggested Annual Update template from the Humboldt County Office of Education. The HCOE draft would be duplicated for each goal. Sections (3a, 3B) relating to increases and improvements in services for the required groups (unduplicated count students) would be added after the goals, per suggestions below. This model is for Annual update but could also be adapted to show three year LCAP scope. The proposed template includes: A column and coding structure for an LEA to select and identify codes for each element that a goal applies to. It also includes the identification of object codes for expenditures, notes and coding on whether a goal is maintained, revised, or new, and coded metrics.	Partially Accept: The instructions, tables, and guiding questions in the LCAP template, Section 2, are revised to provide greater clarity and transparency as described in response to comments #49 and #53. The additional structure and coding proposed in this template would take away from this purpose and be more difficult for a reader, such as a parent, to understand.
61	Leslie DeRose, Board Member, Pajaro Valley Unified School District Niccole Childs, Board President, Hesperia	15497.5 [Local Control and Accountability Plan and Annual Update Template]: The subheading on the right side of the annual update table asks for "Actual Action/Services and Related Expenditures." At the time of year in which LEAs will begin their LCAP update review and	Partially Accept: The proposed LCAP template, Section 2, annual update table and instructions were revised to provide for

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	Unified School District Sherri Reusche, Board Member, Calaveras Unified School District Andrea Ball, Teri Burns, Josh Daniels, California School Boards Association (CSBA)	analysis, they will not have the year-end actuals. Recommend the following change to the subheading to avoid confusion: “ Projected Year-End Action/Services and Related Budgeted Expenditures”.	reporting of “ <u>Estimated</u> Actual <u>Annual Expenditures.</u> ”
62	Andrea Ball, Teri Burns, Josh Daniels, California School Boards Association (CSBA)	15497.5 [Local Control and Accountability Plan and Annual Update Template]: Add the word budgeted to the chart subheading: “Actions/services and Related Budgeted Expenditures”	Partially accept: See response to comment #64.
63	Wendy Benkert Ed.D. Associate Superintendent of Business Services, Orange County Department of Education. Jeff Frost	15497.5 [Local Control and Accountability Plan and Annual Update Template]: Modify the annual update section to focus exclusively on actions and outcomes. LEAs will not have “actual expenditures” at this time, the table represents a shift from outcomes to expenditures, and many metrics will not be available until after this table is completed.	Partially Accept: See response to comment #61.
64	California School Finance Reform Coalition	15497.5 [Local Control and Accountability Plan and Annual Update Template]: If the recommendation to return to the LCAP template adopted through emergency regulations is not adopted, then recommend the following changes to the annual update section: Amend language in LCAP instructions to note that the report of annual expenditures must be based on the estimates prepared at the time the proportionality calculation is completed as required by section 15496(a)(2).	Partially accept: See response to comment #61.

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		<p>The subheading for the right-hand column of the LCAP annual update template be changed to read: "Projected Year-End Action/Services and Related Estimated Expenditures," and that the column heading that now reads, "Actual Expenditures" be changed to read, "Estimated Year-end Expenditures."</p>	
65	<p>Colin Miller, California Charter Schools Association (CCSA)</p>	<p>15497.5 [Local Control and Accountability Plan and Annual Update Template]: The subheading on the right side of the annual update table asks for "Actual Action/Services and Related Expenditures." At the time of year in which LEAs will begin their LCAP update review and analysis, they will not have the year-end actuals. Amend subheadings as follows: Change "actual expenditures" to "estimated actual expenditures."</p>	<p>Partially Accept: See response to comment #61.</p>
66	<p>Wesley Smith, Association of California School Administrators (ACSA) Coalition of Statewide Organizations and LEAs</p>	<p>15497.5 [Local Control and Accountability Plan and Annual Update Template]: Make the following changes to the guiding questions: "5) What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? What changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison? " See attached suggested annual update table from the Association of California School Administrators and Coalition of Statewide organizations and LEAs. The proposed table includes: Changing the headings for the annual update table to read</p>	<p>Partially accept: The LCAP template, Section 2, guiding questions are revised as follows: Question #5 is revised, and question #6 is added as set forth above in response to comment #56. Partially accept: See changes to the term "actual" in response to comment #61.</p>

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		<p>“<i>Budgeted Expenditures for Action/Services.</i>”</p> <p>Add the term “measurable” to headings for outcomes.</p> <p>Remove the separate boxes that details actions and expenditures for unduplicated pupils and instead allow an LEA to check a box indicating which pupil group an action or expenditure applies to.</p>	<p>Accept: Amend headings to read “<u>Expected Annual Measurable Outcomes</u>” and “<u>Actual Annual Measurable Outcomes</u>”</p> <p>Partially Accept: The instructions, tables, and guiding questions in the LCAP template, Section 2, are revised to provide greater clarity and transparency as described in response to comments #49 and #53.</p>
67	<p>Cindy Marten, Superintendent, San Diego Unified Andrea Ball, Teri Burns, Josh Daniels, California School Boards Association (CSBA)</p>	<p>15497.5 [Local Control and Accountability Plan and Annual Update Template] no specific language requested: Provide more clarity on the following part of guiding question 5, since it is redundant to the annual update table or remove if unnecessary:</p> <p>“5) What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? <i>What changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison? “</i></p>	<p>Partially accept: See response to comment #56.</p>
68	<p>Cynthia Rice, CRLA Shelly Spiegel Coleman, Californians Together Jan Gustafson Corea, California Association for Bilingual Education (CABE)</p>	<p>15497.5 [Local Control and Accountability Plan and Annual Update Template] no specific language requested: Annual Update Guiding Question 5: This question needs to be clear that districts are to describe the changes in actions, services, and expenditures at the district and school site level, with attention given to unduplicated pupils that will be made in the LCAP and budget. The phrase “district and school site level and unduplicated pupils” needs to be inserted in order to prompt</p>	<p>Partially Accept: See response to comment #56.</p>

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		the reporting of this specified information.	
69	Joshua Schultz, Deputy Superintendent, Napa County Office of Education Peter Birdsall, California County Superintendents Educational Services Association Cindy Marten, Superintendent, San Diego Unified	15497.5 [Local Control and Accountability Plan and Annual Update Template]: Remove “Actual Expenditures” column from the annual update table to shift the focus to outcomes achieved for students and avoid the creation of a financial tracking system similar to categoricals.	Reject: The “Actual Expenditures” column was added to the template to ensure that LEAs are transparent about whether they provided the planned service and expended the funds identified. See also changes made to the term “actual” in response to comment #61.
70	Andrea Ball, Teri Burns, Josh Daniels, California School Boards Association (CSBA)	15497.5 [Local Control and Accountability Plan and Annual Update Template]: Recommend putting the annual update table before the goals table to align the order in the template with the order in practice.	Reject: The primary focus of the LCAP is goal development and planning; thus the goal table is first.
71	Brian Lee, State Director Fight Crime, Invest in Kids California	15497.5 [Local Control and Accountability Plan and Annual Update Template]: The LCAP template should explicitly require an explanation of how all LCFF funds, not just Supplemental and Concentration funds, are used, and should also reflect how other district expenditures are used.	Reject: See response to comment #46.
72	Cheryl Ingham, Humboldt County LCAP Lead Garry T. Eagles, Supt., Humboldt Co. Ofc. Of Ed.	15497.5 [Local Control and Accountability Plan and Annual Update Template]: Amend instructions to require statement of dollar amount of Supplemental/Concentration funds only. Delete description of expenditures. Information is available in Action/Budget section (Section 2) and is repetitive in this part.	Reject: This suggested amendment would reduce transparency on the use of supplemental and concentration funds.

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73	Brian Lee, State Director Fight Crime, Invest in Kids California	<p>15497.5 [Local Control and Accountability Plan and Annual Update Template]: The LCAP template should require reporting of how the level of Supplemental and Concentration funding is calculated to ensure that calculation is correct and transparent.</p> <p>The LCAP template should require districts to account for all Supplemental and Concentration funds by reporting which expenditures will be funded using Supplemental and Concentration funds, and which expenditures are districtwide or schoolwide.</p>	<p>Reject: The COE review process must ensure that the LEA has completed the LCAP according to the template and will assess whether this amount is accurately reported. Including the calculation which is based on LEA input would not ensure accuracy or transparency for stakeholders.</p> <p>The instructions for the LCAP template, Section 3A, include directions for the LEA to list and describe the use of supplemental and concentration grant funding and include the required justification for using funds for districtwide or schoolwide services.</p>
74	Vincent Matthews San Jose Superintendent of Schools	<p>15497.5 [Local Control and Accountability Plan and Annual Update Template]: Require a standard table in the LCAP that provides information on calculating the base, supplemental, and concentration grant amounts.</p>	Reject: See response to comment #73.
75	Jackie Thu-Huong Wong, Director, Foster Ed, National Center for Youth Law Annie Fox, PICO California	<p>15497.5 [Local Control and Accountability Plan and Annual Update Template]: Require the LEA to include each step of the calculation required by 5 CCR § 15496(a), including specifically identifying all expenditures that are included in the estimate specified in § 15496(a)(2), which of those expenditures will be continued into the current year, and at what level.</p> <p>No specific language requested:</p> <p>Modify the format of Section 3a to make it easier for LEAs to follow the instructions to further promote accessibility of information for stakeholders and transparency around use of</p>	<p>Reject: See response to comment #73.</p> <p>Partially Accept: Instructions for Sections 3A and 3B were reorganized to clarify each of the required</p>

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		supplemental and concentration funding.	elements for each section. A separate box in table 3A was added for an LEA to enter the total supplemental and concentration grant funds calculated. A separate box in table 3B was added for an LEA to enter the minimum proportionality percentage.
76	<p>Debra Brown, Associate Director, Children Now Civil Rights Coalition Cynthia Rice, CRLA Shelly Spiegel Coleman, Californians Together Jan Gustafson Corea, California Association for Bilingual Education (CABE)</p>	<p>15497.5 [Local Control and Accountability Plan and Annual Update Template]: Further modify Section 3.A of the LCAP template to assist LEAs and promote accessibility and transparency by providing discrete prompts in which LEAs would report all of the information required in the instructions: (a) the total supplemental and concentration amount; (b) a description of how supplemental and concentration funding will used, (c) space to specifically identify each use of funds for districtwide and schoolwide purposes with space for the appropriate justification (with each required component of the justification).</p> <p>See attached suggested sections 3a and 3b from Children Now and the Civil Rights Coalition:</p> <p>Proposed 3a sections includes:</p> <p>A calculation table for the supplemental and concentration grants and minimum proportionality percentage that includes boxes to be completed for each of the steps in Section 15496(a).</p> <p>An additional table that requires the top 10 actions/expenditures for the prior year.</p> <p>Amending Section 3A instructions as follows:</p>	<p>Partially Accept: See response to comment #75.</p> <p>Partially Accept: See response to comment #75</p>

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		<p>A. Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils, <u>and the year-to-year increase in these funds</u>, as determined pursuant to 5 CCR 15496(a)(5). <u>Complete Attachment 1 to reflect the basis for this calculation.</u> Describe how the LEA is expending these funds in the LCAP year, focusing on new or expanded uses of these funds. Include a description of, and justification for, the <u>For any</u> use of any <u>these</u> funds in a districtwide, schoolwide, countywide, or charterwide manner, <u>include a description of each such use, and justification for how such use is principally directed towards and effective in meeting the LEA’s goals for unduplicated pupils,</u> as specified in 5 CCR 15496. <u>Add additional rows to the table as necessary.</u> For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)</p> <p>Including tables with specific boxes that require separate detail of new services as compared to the prior year, and justification of schoolwide/districtwide expenditures.</p>	

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		Amend Section 3B instructions to require the completion of the calculation table.	
77	<p>Debra Brown, Associate Director, Children Now Civil Rights Coalition Valerie Cuevas Interim Executive Director The Education Trust– West</p> <p>Cynthia Rice, CRLA Shelly Spiegel Coleman, Californians Together Jan Gustafson Corea, California Association for Bilingual Education (CABE)</p>	<p>15497.5 [Local Control and Accountability Plan and Annual Update Template]: Specifically, the LCAP template should be further modified to ensure that LEAs: (1) set forth their 7-step calculation of the LEA’s supplemental and concentration funding and proportionality percentage pursuant to 5 CCR § 15496(a) in an appendix (delineating in Step 2 the basis for its prior year unduplicated expenditures, including a listing of included programs and their dollar amounts); and (2) identify which continued prior year actions or services and which newly added actions or services are specifically funded by supplemental and concentration funds, and at what level (with actual dollar amounts).</p> <p>See attached proposed appendix from Children Now and the Civil Rights coalition. The appendix includes boxes for each of the steps of the calculation required in regulations.</p>	Reject: See response to comment #73.
78	<p>Cheryl Ingham, Humboldt County LCAP Lead Garry T. Eagles, Supt., Humboldt Co. Ofc. Of Ed.</p>	<p>15497.5 [Local Control and Accountability Plan and Annual Update Template]: Change prompt. Ask for minimum proportionality percentage (MPP) only for numerical “increases.” For “improvements,” request LEA provide a description of programs and services it will be strategically implementing to improve outcomes for each identified group; SED, EL, FY, RFEP. This section could be the go-to section to review district plans for “unduplicated count students” by also adding, reasons for choosing the approaches LEA selects and information on how impact will be tracked. This would keep the focus on evidence LEA is providing support to students who generated Supplemental/Concentration funds, not a contrived percent.</p>	Reject: LCFF statute specifically requires that an LEA: “increase or improve services in proportion to the increase in funds”. The minimum proportionality percentage must be applied to both quantitative and qualitative descriptions of the provision of services.

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79	Cheryl Ingham, Humboldt County LCAP Lead Garry T. Eagles, Supt., Humboldt Co. Ofc. Of Ed.	15497.5 [Local Control and Accountability Plan and Annual Update Template]/ No specific language requested: Need examples from CDE/SBE on what is an acceptable qualitative description of meeting the proportionality description.	Reject: Providing these examples is outside of the scope of regulations.
80	Debra Brown, Associate Director, Children Now	15497.5 [Local Control and Accountability Plan and Annual Update Template]/ No specific language requested: Amend the definition to ensure clarity as follows: (a) "Chronic absenteeism rate" shall be calculated as follows: (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays. (2) The unduplicated count of all pupils (in the group or subgroup being measured) with a primary, secondary, or short-term enrollment " in the group or subgroup being measured " during the academic year (July 1 – June 30). (3) Divide (1) by (2).	Reject: Proposed change in language is unnecessary. The current definition does not prohibit an LEA from calculating a chronic absenteeism rate for any subgroup.
81	Eric Premack, Charter Schools Development Center	15497.5 [Local Control and Accountability Plan and Annual Update Template]/ No specific language requested: The new definitions for chronic absenteeism and especially dropout rates are unnecessarily restrictive and may yield misleading results. The definition of absenteeism calls for basing the calculation on the number of days school is taught in the district, which could be problematic for county and/or charter	Reject: LEAs may include additional locally-identified metrics to further explain and detail their LCAP narrative. An LEA may include narrative that provides a basis for the results of the metrics, and this may be especially

TITLE 5 LOCAL CONTROL FUNDING FORMULA AND TEMPLATE REGULATIONS

	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
		schools. It also calls for excluding Saturdays and Sundays which may also be misleading for schools that teach on these days. The high school dropout rate methodology is unnecessarily narrow by excluding students who pursue nontraditional options (e.g., GED and is successor), who require more than four years to graduate due to child-rearing or other responsibilities, etc.	helpful for those LEAs with unique programs or student populations.
82	Maria Raouf Annie Fox, PICO California	New Regulation/ No specific language requested: Ensure meaningful engagement of the SSCs and ELACS in the development and alignment of LCAPS and site level plans and budgets.	Reject: Statute does not specify that ELACs are the designated English learner parent advisory committee, although they may be used as such. The LCAP instructions already require that "To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions."
83	Ron Rapp, California Federation of Teachers	New Regulation/ No specific language requested: School personnel and local bargaining units must be involved throughout the planning, development and annual review of these plans.	Reject: This commenter does not provide specific language recommendations. However, the instructions for completing an LCAP in statute and reflected in the proposed LCAP template require consultation of school personnel and local bargaining units.
84	John Lorona	New Regulation/ No specific language requested: Continue to improve the LCFF regulations in order to ensure that all stakeholders and the public can understand how all	This commenter makes no specific language recommendations. However, in response to

TITLE 5 LOCAL CONTROL FUNDING FORMULA AND TEMPLATE REGULATIONS

	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
		supplemental and concentration funds are being used, and provide greater transparency around how districts are calculating funds intended to improve or increase services for high-need students.	the general comment, the proposed LCAP template is revised to provide greater transparency.
85	Vincent Matthews San Jose Superintendent of Schools	New Regulation/ No specific language requested: Provide translated versions of the LCAP template in the top 10 most prevalent languages in California.	Reject: Translation of the regulations is not in the scope of regulations. The 2014-15 LCAP template is provided translated into Spanish on the WestEd website
86	Vincent Matthews San Jose Superintendent of Schools	New Regulation/ No specific language requested: Include a summary at the beginning of the LCAP to share LEA information, data, and context for the LCAP.	Reject: LEAs have the option to provide summaries of their adopted LCAP as they determine are appropriate to their local circumstances and needs.
87	Vincent Matthews San Jose Superintendent of Schools	New Regulation/ No specific language requested: Use an excel document template for LCAP tables to allow for ease of inputting information.	Reject: CDE continues to work on the development of an electronic template that will provide additional flexibility in format of the LCAP and greater ease of use.
88	Vincent Matthews San Jose Superintendent of Schools	New Regulation No specific language requested: Provide examples of well-constructed LCAPs and sections of LCAPs.	Reject: The proposed LCAP template was revised as set forth in response to comments #49 and #53. Providing these examples is outside the scope of regulations.
89	Cindy Marten, Superintendent, San Diego Unified	New Regulation No specific language requested: See attached user friendly LCAP from San Diego Unified to inform amendments to the LCAP.	Reject: Proposed LCAP template is revised as described in response to comments #49 and #53.
90	Kent Kern, Superintendent San Juan Unified	New Regulation/ No specific language requested: General support for the new template format. General concern over addition of any language that reduces local control or	General letter of support. See response to comments #49 and #53.

TITLE 5 LOCAL CONTROL FUNDING FORMULA AND TEMPLATE REGULATIONS

	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
		restricts use of funds. Emphasis in LCAP template should be changed to be more on achievement of student outcomes and less on dollars spent.	
91	Cindy Marten, Superintendent, San Diego Unified	New Regulation/ No specific language requested: Accelerate the development of the evaluation rubric to during the 2014-15 year.	Reject: Beyond the scope of this rulemaking.
92	Cynthia Rice, CRLA Shelly Spiegel Coleman, Californians Together Jan Gustafson Corea, California Association for Bilingual Education (CABE)	New Regulation/ No specific language requested: In the "guidance" that will be sent to school districts and COEs on the regulations by CDE/SBE, a statement should be included that school districts and COEs are encouraged to maintain their school site EL parent advisory committees.	Reject: Beyond the scope of the statute.
93	Senator Wyland	New Regulation/ No specific language requested: In the absence of reliable Smarter Balance test results, standardized testing should be defined more specifically to include other well-known diagnostic standardized tests.	No specific language requested. LEAs may determine usage of standardized tests, including diagnostic assessments, as appropriate to locally determined pupil needs and outcomes.

LATE COMMENTS RECEIVED

94	Taryn Ishida, <ul style="list-style-type: none"> • Letters from Student Voice Coalition • Student Voice Support • Steven Bradford, Assemblymember • Holly Mitchell, 	Additional steps need to be taken to ensure districts seek meaningful student input.	No response required. Received after the closed comment period.
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TITLE 5 LOCAL CONTROL FUNDING FORMULA AND TEMPLATE REGULATIONS

	Senator		
95	Molly Dunn, Alliance for Children's Rights	Ensure Foster Youth representation on Parent Advisory Committee.	No response required. Received after the closed comment period.
96	Bruce Braciszewski, Classroom of the Future Foundation	Please give very serious consideration to including Science content as a focus within LCAP.	No response required. Received after the closed comment period.
97	Jackie Wong, National Center for Youth Law	Retain "Principally"; Ensure Foster Youth representation on Parent Advisory Committee.; Ensure Transparency for Calculation of Prior Year Expenditures and Current Year Supplemental/Concentration Funding.	No response required. Received after the closed comment period.
98	Carol Fry Bohlin	Include Science content as a focus within LCAP.	No response required. Received after the closed comment period.

TITLE 5 LOCAL CONTROL FUNDING FORMULA AND TEMPLATE REGULATIONS

COMMENTS AND RESPONSES TO THE SECOND 15-DAY COMMENT PERIOD (SEPTEMBER 6-22, 2014)

	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
1	Leigh Shampain, Superintendent, Sonora School District	<p>15495(a) - No specific language recommended: Does a K-6 student have enough knowledge and experience to provide valid input? I feel my Stakeholder Group, which helps to draft the LCAP goals and activities would be wasting their time going the process of getting input from the student group. Student input should only come from high school students, who have the intelligence and experiences to provide well thought out feedback.</p>	Reject: Statute permits all students to consult on the LCAP and a limitation restricting consultation to high school students would be contrary to statute. The revised definition provides needed flexibility for an LEA to design a process that meets the needs of its pupils, grade levels served, and type of program.
2	California Rural Legal Assistance, Inc., Californians Together, and California Association for Bilingual Education (Joint Letter)	<p>No specific language recommended: Amend Section 15496 and LCAP template to require LEAs to identify and describe in the LCAP the base level services and programs that are provided to ELs, or were provided to ELs in the prior year, so that a meaningful comparison can be made to determine where services will be increased or improved and to ensure that supplemental and concentration grant funds are not used to provide base services.</p> <p>Section 15496(a): Require LEAs [to] provide their completed calculation pursuant to Section 15496(a) in Section 3 of LCAP template.</p> <p>Section 15496(b)(4): Strike section 15496(b)(4) in its entirety</p> <p>15497.5 [Local Control and Accountability Plan and Annual Update Template]:</p> <p>Section 1 – Add the following Guiding Questions: 1 – Describe the process used to inform the PAC and DELAC</p>	<p>Comment does not address 2nd 15-day amendments: No response required.</p> <p>Comment does not address 2nd 15-day amendments: No response required.</p> <p>Comment does not address 2nd 15-day amendments: No response required.</p>

TITLE 5 LOCAL CONTROL FUNDING FORMULA AND TEMPLATE REGULATIONS

	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
		<p>about the superintendent’s requirement to respond in writing to any comment form the PAC or DELAC? Did the superintendent receive any comment from the PAC or DELAC? 2 – When was the LCAP presented to the DELAC and PAC? Was a formal meeting held? How were members of the DELAC and PAC invited or informed of the meeting? If and ELAC continues to service as a school site EL parent advisory committee, were they part of the process? 3 – When was the public hearing held? When was the vote on the LCAP held?</p> <p>Section 2: In Section 2’s column entitled “Budgeted Expenditures” insert <u>(including all finding sources (e.g. federal, state & other))</u></p> <p>Insert column similar to that in the emergency template: <u>What will be different/improved for students (based on identified metric)</u></p> <p>Appendix: Include an annual update appendix that provides definitions related to EL issues</p>	<p>Comment does not address 2nd 15-day amendments: No response required.</p> <p>Comment does not address 2nd 15-day amendments: No response required.</p> <p>Comment does not address 2nd 15-day amendments: No response required.</p>
3	Toni Beal, Administrator, Educational Support Services, Sonoma County Office of Education	<p>15497.5 [Local Control and Accountability Plan and Annual Update Template]: As part of the state's requirement that districts address all of the required metrics for the 8 state priority areas, it would be helpful if there were a way to check the box near the "Expected Outcomes" to ensure that each district addressed each of the required metrics. Otherwise it is very difficult to keep track of what metrics a district has "missed" and still needs to address per education code.</p>	<p>Reject: This revision is not necessary. The goal table in the proposed LCAP template, Section 2, includes a place to identify the state priority or priorities addressed by each goal. The instructions for the Expected Annual Measurable Outcomes section of the goal table direct LEAs to identify and describe specific expected measurable outcomes using, at minimum, "the applicable required metrics for the related state priorities." The instructions then state that the "required metrics are the</p>

TITLE 5 LOCAL CONTROL FUNDING FORMULA AND TEMPLATE REGULATIONS

	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
			specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d)."
4	Coalition of local education agencies (LEAs) and Education Management Groups (ACSA, CASBO, CALSSD, CSBA) representing school administrators, school board members, county superintendents and school business officials	No specific language recommended: "...we are requesting the State Board of Education (SBE), at its November 2014 meeting, adopt the proposed LCAP Template, as presented at the September 2014 meeting."	Letter of support: No response required.
5	Christina Goennier Ed.D. Assistant Superintendent of Instructional Services Beaumont Unified School District	15497.5 [Local Control and Accountability Plan and Annual Update Template] No specific language recommended: Please be sure to include more than just AP classes as a measure. We also need to include Dual Enrollment and Articulated courses with our local colleges.	Comment does not address 2nd 15-day amendments: No response required.
6	Bill Lucia, President, EdVoice Valerie Cuevas, Interim Executive Director, Education Trust-West Coalition of civil rights, advocacy, community,	15497.5 [Local Control and Accountability Plan and Annual Update Template]: Modify the goal table and the Introduction to the template in order to ensure LEAs comply with the LCFF statute and the template instructions with respect to each of the required metrics in the list of State Priorities.	Reject: The suggested additions are not necessary. The instructions for the Expected Annual Measurable Outcomes section of the goal table direct LEAs to identify and describe specific expected measurable outcomes using, at minimum, "the applicable required metrics for the

TITLE 5 LOCAL CONTROL FUNDING FORMULA AND TEMPLATE REGULATIONS

	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment					Agency Response
	<p>parent, student and other organizations</p> <p>Judy D. White, Ed.D., President, California Association of African-American Superintendents and Administrators</p>	<p>Expected Annual Measurable Outcomes:</p>	<p>Metric</p>	<p>Measurable Outcome</p>	<p>Applicable Subgroup(s)</p>	<p>Applicable School site(s)</p>	<p>related state priorities." The instructions then state that the "required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d)."</p>
		<p>[Modifications highlighted]</p>					
		<p><i>State Priorities</i> <i>The state priorities <u>and required metrics</u> listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities <u>and required metrics</u> in their LCAP.</i></p>					
		<p><i>B. Pupil Outcomes:</i> ... <u><i>Required Metrics: Performance on state or local standardized tests, Academic Performance Index, A-G completion rates, progress of English learners towards proficiency, English learner reclassification rates, advanced placement passage rate, Early Assessment Program participation and college preparedness rates.</i></u></p>					
		<p><i>B. Pupil Outcomes:</i> <i>Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)</i></p>					
		<p><u><i>Required Metrics: Performance on state or local standardized tests, Academic Performance Index, A-G completion rates,</i></u></p>					

TITLE 5 LOCAL CONTROL FUNDING FORMULA AND TEMPLATE REGULATIONS

	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
		<p><u>progress of English learners towards proficiency, English learner reclassification rates, advanced placement passage rate, Early Assessment Program participation and college preparedness rates.</u></p> <p><i>C. Engagement:</i> <i>Parental involvement: efforts to seek parent input in decision making at the district and each school site, promotion of parent participation in programs for unduplicated pupils and special need subgroups.(Priority 3)</i></p> <p><i>Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)</i></p> <p><u>Required Metrics: Student attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduation rates.</u></p> <p><i>School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)</i></p> <p><u>Required Metrics: Pupil suspension rates, pupil expulsion rates, other local measures including pupil, parent, and teacher surveys on school safety and connectedness.</u></p>	
7	Valerie Cuevas, Interim Executive Director, Education Trust-West	<p>15497.5 [Local Control and Accountability Plan and Annual Update Template]: Make changes to the LCAP template to incorporate the proportionality calculation: Section 3A, add the label “Step 5” to the box prompting LEAs to</p>	<p>Reject: The suggested additions are not necessary. The directions to the table in Section 3A already direct the LEA to identify</p>

TITLE 5 LOCAL CONTROL FUNDING FORMULA AND TEMPLATE REGULATIONS

	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
	Coalition of Foster Youth Advocates	<p>report the dollar amount of supplemental and concentration funds.</p> <p>Section 3B, add the label “Step 7,” indicating that the minimum proportionality is this step in the calculation.</p> <p>Add to the table boxes for Steps 1 through 4 and 6 for each step of the calculation.</p> <p>Add the following emphasized text to the instruction for Section 3B: <u>In the box below, identify “each step of the proportionality calculation in the corresponding boxes pursuant to 5 CCR 15496(a)(1)-(4) and (6), including” the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year pursuant to 5 CCR 15496(a).</u></p> <p>Add the language, emphasized below, to the instructions entitled “Action/Services” in Section 2 of the LCAP template. This added language requires LEAs to consider how actions and services apply to the specific needs of different student subgroups:</p> <p><u>For each LCAP year, identify all annual actions to be performed and services provided to all pupils or any subgroups other than low-income, English learner, foster youth pupils, and pupils redesignated English proficient to “all pupils and to each unduplicated pupil subgroup to” meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal. “If an action/service applies to all pupils or to multiple unduplicated pupils, describe if and how the LEA will tailor that action or service for any applicable pupil subgroup.”</u></p> <p>Change the language, emphasized below, to the instructions</p>	<p>the amount of funds in the LCAP year calculated pursuant to 5 CCR 15496(a)(5), which is “Step 5.” Similarly, the directions to the table in Section 3B direct the LEA to identify the minimum proportionality percentage calculated pursuant to 5 CCR 15496(a)(7), which is “Step 7.”</p> <p>.</p> <p>Reject: All of the suggested additions are not necessary. Consistent with Education Code sections 47605, 52060, and 52066, the LCAP template requires LEAs to describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils.</p>

TITLE 5 LOCAL CONTROL FUNDING FORMULA AND TEMPLATE REGULATIONS

	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
		<p>entitled “Pupils to be served within identified scope of service” in Section 2 of the LCAP template. This addition specifies that LEAs are expected to plan differentiated services to address the specific needs of each unduplicated student subgroup:</p> <p><u>For each action/service, identify the pupils to be served within the identified scope of service. “ If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”</u></p> <p>“For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service” Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052. “Actions and services for unduplicated pupil subgroups must be differentiated to address the specific needs of each subgroup.”</p> <p>In the table in Section 2, separate out the Actions/Services sections for all students and for each of the unduplicated subgroups and other subgroups of students. This will prompt LEAs to plan actions and services tailored to each group.</p>	

TITLE 5 LOCAL CONTROL FUNDING FORMULA AND TEMPLATE REGULATIONS

	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response																																																																								
		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: center;">For all students</th> </tr> <tr> <th style="width: 33%;">Actions/Services</th> <th style="width: 33%;">Scope of Service</th> <th style="width: 33%;">Budgeted Expenditures</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr> <th colspan="3" style="text-align: center;">For low-income students</th> </tr> <tr> <th>Actions/Services</th> <th>Scope of Service</th> <th>Budgeted Expenditures</th> </tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr> <th colspan="3" style="text-align: center;">For English learners</th> </tr> <tr> <th>Actions/Services</th> <th>Scope of Service</th> <th>Budgeted Expenditures</th> </tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr> <th colspan="3" style="text-align: center;">For redesignated fluent English proficient students</th> </tr> <tr> <th>Actions/Services</th> <th>Scope of Service</th> <th>Budgeted Expenditures</th> </tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr> <th colspan="3" style="text-align: center;">For foster youth</th> </tr> <tr> <th>Actions/Services</th> <th>Scope of Service</th> <th>Budgeted Expenditures</th> </tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr> <th colspan="3" style="text-align: center;">For other pupil subgroup(s): _____</th> </tr> <tr> <th>Actions/Services</th> <th>Scope of Service</th> <th>Budgeted Expenditures</th> </tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>	For all students			Actions/Services	Scope of Service	Budgeted Expenditures							For low-income students			Actions/Services	Scope of Service	Budgeted Expenditures							For English learners			Actions/Services	Scope of Service	Budgeted Expenditures							For redesignated fluent English proficient students			Actions/Services	Scope of Service	Budgeted Expenditures							For foster youth			Actions/Services	Scope of Service	Budgeted Expenditures							For other pupil subgroup(s): _____			Actions/Services	Scope of Service	Budgeted Expenditures							
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8	<p>Laura Henriques, President, California Science Teachers Association</p> <p>Chris Roe, President and CEO, California STEM Learning Network</p>	<p>No specific language recommended: In order to facilitate a better understanding of State Priority #2's intention...strongly supports the board's recommendation that clarifying guidance be provided to the field. This guidance should include one or more of the following: a list of all SBE adopted standards, a link to the SBE website where the list of standards can be accessed, and information that makes it clear to all stakeholders that this priority is more encompassing than Common Core. This information can be provided in the form of a</p>	<p>General letter of support; no response required.</p>																																																																								

TITLE 5 LOCAL CONTROL FUNDING FORMULA AND TEMPLATE REGULATIONS

	Name/Agency (Commenter)	Title 5 Regulation Section and Public Comment	Agency Response
		Frequently Asked Questions (FAQ) document or introductory information provided with the revised LCAP template. Additionally, this information could be a part of the Evaluation Rubrics currently under development.	
9	<p>Coalition of civil rights, advocacy, community, parent, student and other organizations</p> <p>Judy D. White, Ed.D., President, California Association of African-American Superintendents and Administrators</p>	<p>15497.5 [Local Control and Accountability Plan and Annual Update Template]: Add the following Guiding Questions to Section 1 to further clarify for LEAs how they should describe their stakeholder engagement: a. “What percentage of parents on your Parent Advisory Committee represent unduplicated students?” b. “How have Site Councils been included in the LCAP development process and how have their recommendations for the LCAP been incorporated into the plan?” c. “How have DELAC recommendations for the LCAP been included in the plan?”</p> <p>At the end of the paragraph in the LCAP template instructions addressing “Budgeted Expenditures” for Section 2 (at p. 26 of 36 of the proposed revised regulations) add the following sentences: <u>“Where the identical actions/services and associated expenditures have been previously identified in the LCAP, reference where that occurred. Do not repeat the source and expenditure information.”</u></p>	<p>Comment does not address 2nd 15-day amendments: No response required.</p> <p>Reject: Mandating that LEAs refrain from repeating information in their LCAPs will impede LEA’s flexibility to complete LCAPs appropriate to local objectives and needs.</p>

This is the official scanned version of Item 14 Attachment 5 from the California State Board of Education (SBE) Meeting Agenda for November 2014 posted at <http://www.cde.ca.gov/be/ag/ag/yr14/agenda201411.asp>

An accessible version of the contents of this document is located at <http://www.cde.ca.gov/be/ag/ag/yr14/nov14item14a5aav.asp>

The scanned document starts following this initial page.

**ECONOMIC AND FISCAL IMPACT STATEMENT
(REGULATIONS AND ORDERS)**

STD. 399 (REV. 12/2013)

ECONOMIC IMPACT STATEMENT

DEPARTMENT NAME Education	CONTACT PERSON Carolyn Nealon	EMAIL ADDRESS cnealon@cde.ca.gov	TELEPHONE NUMBER 916-319-0295
DESCRIPTIVE TITLE FROM NOTICE REGISTER OR FORM 400 Local Control Funding Formula (LCFF) & Local Control and Accountability Plan (LCAP) - Version 8/22/14			NOTICE FILE NUMBER Z

A. ESTIMATED PRIVATE SECTOR COST IMPACTS *Include calculations and assumptions in the rulemaking record.*

1. Check the appropriate box(es) below to indicate whether this regulation:

- a. Impacts business and/or employees
- b. Impacts small businesses
- c. Impacts jobs or occupations
- d. Impacts California competitiveness
- e. Imposes reporting requirements
- f. Imposes prescriptive instead of performance
- g. Impacts individuals
- h. None of the above (Explain below):

The regulations would not impose any additional costs to the private sector.

***If any box in Items 1 a through g is checked, complete this Economic Impact Statement.
If box in Item 1.h. is checked, complete the Fiscal Impact Statement as appropriate.***

2. The _____ (Agency/Department) estimates that the economic impact of this regulation (which includes the fiscal impact) is:

- Below \$10 million
- Between \$10 and \$25 million
- Between \$25 and \$50 million
- Over \$50 million *[If the economic impact is over \$50 million, agencies are required to submit a Standardized Regulatory Impact Assessment as specified in Government Code Section 11346.3(c)]*

3. Enter the total number of businesses impacted: _____

Describe the types of businesses (Include nonprofits): _____

Enter the number or percentage of total businesses impacted that are small businesses: _____

4. Enter the number of businesses that will be created: _____ eliminated: _____

Explain: _____

5. Indicate the geographic extent of impacts: Statewide
 Local or regional (List areas): _____

6. Enter the number of jobs created: _____ and eliminated: _____

Describe the types of jobs or occupations impacted: _____

7. Will the regulation affect the ability of California businesses to compete with other states by making it more costly to produce goods or services here? YES NO

If YES, explain briefly: _____

**ECONOMIC AND FISCAL IMPACT STATEMENT
(REGULATIONS AND ORDERS)**

STD. 399 (REV. 12/2013)

ECONOMIC IMPACT STATEMENT (CONTINUED)

B. ESTIMATED COSTS *Include calculations and assumptions in the rulemaking record.*

1. What are the total statewide dollar costs that businesses and individuals may incur to comply with this regulation over its lifetime? \$ _____
 - a. Initial costs for a small business: \$ _____ Annual ongoing costs: \$ _____ Years: _____
 - b. Initial costs for a typical business: \$ _____ Annual ongoing costs: \$ _____ Years: _____
 - c. Initial costs for an individual: \$ _____ Annual ongoing costs: \$ _____ Years: _____
 - d. Describe other economic costs that may occur: _____

2. If multiple industries are impacted, enter the share of total costs for each industry: _____

3. If the regulation imposes reporting requirements, enter the annual costs a typical business may incur to comply with these requirements. *Include the dollar costs to do programming, record keeping, reporting, and other paperwork, whether or not the paperwork must be submitted.* \$ _____

4. Will this regulation directly impact housing costs? YES NO

If YES, enter the annual dollar cost per housing unit: \$ _____

Number of units: _____

5. Are there comparable Federal regulations? YES NO

Explain the need for State regulation given the existence or absence of Federal regulations: _____

Enter any additional costs to businesses and/or individuals that may be due to State - Federal differences: \$ _____

C. ESTIMATED BENEFITS *Estimation of the dollar value of benefits is not specifically required by rulemaking law, but encouraged.*

1. Briefly summarize the benefits of the regulation, which may include among others, the health and welfare of California residents, worker safety and the State's environment: _____

2. Are the benefits the result of: specific statutory requirements, or goals developed by the agency based on broad statutory authority?

Explain: _____

3. What are the total statewide benefits from this regulation over its lifetime? \$ _____

4. Briefly describe any expansion of businesses currently doing business within the State of California that would result from this regulation: _____

D. ALTERNATIVES TO THE REGULATION *Include calculations and assumptions in the rulemaking record. Estimation of the dollar value of benefits is not specifically required by rulemaking law, but encouraged.*

1. List alternatives considered and describe them below. If no alternatives were considered, explain why not: _____

**ECONOMIC AND FISCAL IMPACT STATEMENT
(REGULATIONS AND ORDERS)**

STD. 399 (REV. 12/2013)

ECONOMIC IMPACT STATEMENT (CONTINUED)

2. Summarize the total statewide costs and benefits from this regulation and each alternative considered:

Regulation: Benefit: \$ _____ Cost: \$ _____

Alternative 1: Benefit: \$ _____ Cost: \$ _____

Alternative 2: Benefit: \$ _____ Cost: \$ _____

3. Briefly discuss any quantification issues that are relevant to a comparison of estimated costs and benefits for this regulation or alternatives:

4. Rulemaking law requires agencies to consider performance standards as an alternative, if a regulation mandates the use of specific technologies or equipment, or prescribes specific actions or procedures. Were performance standards considered to lower compliance costs? YES NO

Explain: _____

E. MAJOR REGULATIONS *Include calculations and assumptions in the rulemaking record.*

California Environmental Protection Agency (Cal/EPA) boards, offices and departments are required to submit the following (per Health and Safety Code section 57005). Otherwise, skip to E4.

1. Will the estimated costs of this regulation to California business enterprises exceed \$10 million? YES NO

***If YES, complete E2. and E3
If NO, skip to E4***

2. Briefly describe each alternative, or combination of alternatives, for which a cost-effectiveness analysis was performed:

Alternative 1: _____

Alternative 2: _____

(Attach additional pages for other alternatives)

3. For the regulation, and each alternative just described, enter the estimated total cost and overall cost-effectiveness ratio:

Regulation: Total Cost \$ _____ Cost-effectiveness ratio: \$ _____

Alternative 1: Total Cost \$ _____ Cost-effectiveness ratio: \$ _____

Alternative 2: Total Cost \$ _____ Cost-effectiveness ratio: \$ _____

4. Will the regulation subject to OAL review have an estimated economic impact to business enterprises and individuals located in or doing business in California exceeding \$50 million in any 12-month period between the date the major regulation is estimated to be filed with the Secretary of State through 12 months after the major regulation is estimated to be fully implemented?

YES NO

If YES, agencies are required to submit a Standardized Regulatory Impact Assessment (SRIA) as specified in Government Code Section 11346.3(c) and to include the SRIA in the Initial Statement of Reasons.

5. Briefly describe the following:

The increase or decrease of investment in the State: _____

The incentive for innovation in products, materials or processes: _____

The benefits of the regulations, including, but not limited to, benefits to the health, safety, and welfare of California residents, worker safety, and the state's environment and quality of life, among any other benefits identified by the agency: _____

**ECONOMIC AND FISCAL IMPACT STATEMENT
(REGULATIONS AND ORDERS)**

STD. 399 (REV. 12/2013)

FISCAL IMPACT STATEMENT

A. FISCAL EFFECT ON LOCAL GOVERNMENT *Indicate appropriate boxes 1 through 6 and attach calculations and assumptions of fiscal impact for the current year and two subsequent Fiscal Years.*

1. Additional expenditures in the current State Fiscal Year which are reimbursable by the State. (Approximate)
(Pursuant to Section 6 of Article XIII B of the California Constitution and Sections 17500 et seq. of the Government Code).

\$ _____

a. Funding provided in _____
Budget Act of _____ or Chapter _____, Statutes of _____

b. Funding will be requested in the Governor's Budget Act of _____
Fiscal Year: _____

2. Additional expenditures in the current State Fiscal Year which are NOT reimbursable by the State. (Approximate)
(Pursuant to Section 6 of Article XIII B of the California Constitution and Sections 17500 et seq. of the Government Code).

\$ _____

Check reason(s) this regulation is not reimbursable and provide the appropriate information:

a. Implements the Federal mandate contained in _____

b. Implements the court mandate set forth by the _____ Court.
Case of: _____ vs. _____

c. Implements a mandate of the people of this State expressed in their approval of Proposition No. _____
Date of Election: _____

d. Issued only in response to a specific request from affected local entity(s).
Local entity(s) affected: _____

e. Will be fully financed from the fees, revenue, etc. from: _____
Authorized by Section: _____ of the _____ Code;

f. Provides for savings to each affected unit of local government which will, at a minimum, offset any additional costs to each;

g. Creates, eliminates, or changes the penalty for a new crime or infraction contained in _____

3. Annual Savings. (approximate)
\$ _____

4. No additional costs or savings. This regulation makes only technical, non-substantive or clarifying changes to current law regulations.

5. No fiscal impact exists. This regulation does not affect any local entity or program.

6. Other. Explain Current law provides that the LCFF funds apportioned to a school district shall be available to implement the required activities.

**ECONOMIC AND FISCAL IMPACT STATEMENT
(REGULATIONS AND ORDERS)**

STD. 399 (REV. 12/2013)

FISCAL IMPACT STATEMENT (CONTINUED)

B. FISCAL EFFECT ON STATE GOVERNMENT *Indicate appropriate boxes 1 through 4 and attach calculations and assumptions of fiscal impact for the current year and two subsequent Fiscal Years.*

1. Additional expenditures in the current State Fiscal Year. (Approximate)

\$ _____

It is anticipated that State agencies will:

a. Absorb these additional costs within their existing budgets and resources.

b. Increase the currently authorized budget level for the _____ Fiscal Year

2. Savings in the current State Fiscal Year. (Approximate)

\$ _____

3. No fiscal impact exists. This regulation does not affect any State agency or program.

4. Other. Explain The proposed regulations do not impose any costs upon the state, as current law provides that the LCFF funds apportioned to a school district shall be available to implement the activities required [EC Section 42238.02(n)].

C. FISCAL EFFECT ON FEDERAL FUNDING OF STATE PROGRAMS *Indicate appropriate boxes 1 through 4 and attach calculations and assumptions of fiscal impact for the current year and two subsequent Fiscal Years.*

1. Additional expenditures in the current State Fiscal Year. (Approximate)

\$ _____

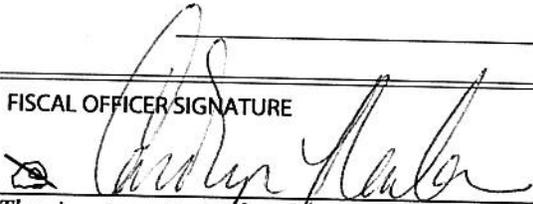
2. Savings in the current State Fiscal Year. (Approximate)

\$ _____

3. No fiscal impact exists. This regulation does not affect any federally funded State agency or program.

4. Other. Explain _____

FISCAL OFFICER SIGNATURE

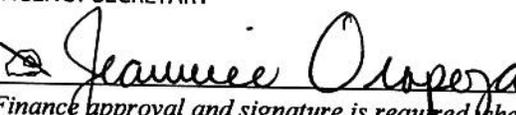


DATE

8/29/14

The signature attests that the agency has completed the STD. 399 according to the instructions in SAM sections 6601-6616, and understands the impacts of the proposed rulemaking. State boards, offices, or departments not under an Agency Secretary must have the form signed by the highest ranking official in the organization.

AGENCY SECRETARY



DATE

9/2/14

Finance approval and signature is required when SAM sections 6601-6616 require completion of Fiscal Impact Statement in the STD. 399.

DEPARTMENT OF FINANCE PROGRAM BUDGET MANAGER

DATE



AAV of Item 14 Attachment 5

Accessible Alternative Version (AAV) of Items 14 Attachment 5 for the November 2014 SBE Meeting Agenda.

This page is the Accessible Alternative Version (AAV) of Item 14 Attachment 5 from the California State Board of Education (SBE) [Meeting Agenda for November 2014](#). The scanned [Item 14 Attachment 5](#) (PDF) version is considered to be the official version of the document.

Economic and Fiscal Impact Statement

(REGULATIONS AND ORDERS). *User entries from the STD. 399 (REV. 12/2013) Form.*

Department Name: Education

Contact Person: Carolyn Nealon

E-mail Address: cnealon@cde.ca.gov

Telephone Number: 916-319-0295

Descriptive Title From Notice Register Or From 400: Local Control Funding Formula (LCFF) & Local Control and Accountability Plan (LCAP) - Version August 22, 2014

Notice File Number: Z

Economic Impact Statement

Section A. ESTIMATED PRIVATE SECTOR COST IMPACTS (Include calculations and assumptions in the rulemaking record.)

Section A.1. Check the appropriate box(es) below to indicate whether this regulation:

- Selected option is H: None of the above.
- Option H explanation: The regulations would not impose any additional costs to the private sector.

If any box in Items 1a through g is checked, complete this Economic Impact Statement. If box in Item 1h is checked, complete the Fiscal Impact Statement as appropriate.

Fiscal Impact Statement

Section A. FISCAL EFFECT ON LOCAL GOVERNMENT (Indicate appropriate boxes 1 through 6 and attach calculations and assumptions of fiscal impact for the current year and two subsequent Fiscal Years.)

- Selected option is 6: Other. Explain. Current law provides that the LCFF funds apportioned to a school district shall be available to implement the required activities.

Section B. FISCAL EFFECT ON STATE GOVERNMENT (Indicate appropriate boxes 1 through 4 and attach calculations and assumptions of fiscal impact for the current year and two subsequent Fiscal Years.)

- Selected option is 4: Other. Explain. The proposed regulations do not impose any costs upon the state, as current law provides that the LCFF funds apportioned to a school district shall be available to implement the activities required [EC Section 42238.02(n)].

Section C. FISCAL EFFECT ON FEDERAL FUNDING OF STATE PROGRAMS (Indicate appropriate boxes 1 through 4 and attach calculations and assumptions of fiscal impact for the current year and two subsequent Fiscal Years.)

- Selected option is 3: No fiscal impact exists. This regulation does not affect any federally funded State agency or program.
-

Fiscal Officer Signature: Signed by Carolyn Nealon dated August 29, 2014

The signature attests that the agency has completed the STD. 399 according to the instructions in the State Administrative Manual (SAM) sections 6601-6616, and understands the impacts of the proposed rulemaking. State boards, offices, or department not under

an Agency Secretary must have the form signed by the highest ranking official in the organization.

Agency Secretary: Signed by Jeannie Oropeza dated September 2, 2014

Finance approval and signature is required when SAM sections 6601-6616 require completion of Fiscal Impact Statement in the STD. 399.

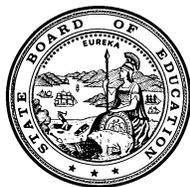
Department of Finance Program Budget Manager: No signature.

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



California State Board of Education
Meeting Agenda Items for November 13-14, 2014

ITEM 15



CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2014 AGENDA

SUBJECT	
Elementary and Secondary Education Act: Assignment of Corrective Action, Additional Fiscal Resources, and Associated Technical Assistance for Each of the Three High School Local Educational Agencies in Cohort 8 of Program Improvement Year 3 and Submission of Annual Evidence of Progress for Local Educational Agencies in Cohorts 1–8 of Program Improvement Year 3.	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing

SUMMARY OF THE ISSUE(S)

California *Education Code (EC)* Section 52055.57(c) states that a local educational agency (LEA) identified for corrective action under the federal Elementary and Secondary Education Act (ESEA) of 2001 shall be subject to one or more specific sanctions as recommended by the State Superintendent of Public Instruction (SSPI) and approved by the State Board of Education (SBE).

RECOMMENDATION

The California Department of Education (CDE) recommends that the SBE assign Corrective Action 7 and technical assistance resources as indicated in Attachment 1, to each of the three high school LEAs in Cohort 8 of Program Improvement (PI) Year 3, identified in Attachment 2, consistent with federal requirements to provide technical assistance to support the implementation of any corrective action, and direct those LEAs to proceed with the steps outlined in California *EC* Section 52055.57.

BRIEF HISTORY OF KEY ISSUES

In accordance with the ESEA Section 1116(c)(10)(C) and California *EC* Section 52055.57(c), any LEA that has advanced to PI Year 3 shall be subject to one or more of seven federal sanctions as recommended by the SSPI and approved by the SBE.

Since 2007, the SBE assigned a total of 422 Corrective Actions to PI Year 3 LEAs: 338 PI LEAs in Cohorts 1-6 were assigned Corrective Action 6, and 84 PI LEAs in Cohort 7 were assigned Corrective Action 7.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

With the recognition that the landscape of California educational policy, practice, and student achievement has changed significantly since 2007–08, the CDE recommended in November 2013, that the SBE consider assigning the sanction delineated in California *EC* Section 52055.57(c)(7), instead of the sanction described in California *EC* Section (c)(6). Also, the adoption of the Common Core State Standards (CCSS) and a significant state appropriation to support their implementation by all LEAs essentially duplicated the previously assigned sanction, Corrective Action 6.

As a result, the SBE approved a change in the assigned federal sanction for Cohort 7 LEAs. The approved sanction was changed to Corrective Action 7, as delineated in California *EC* Section 52055.57(c)(7).

The new sanction, as defined by the SBE, requires an LEA assigned to corrective action to continue to reserve an amount equal to 10 percent of its Title I allocation to provide professional development for teachers and administrators. As defined in the 2014 General Assurances for Program Improvement Local Educational Agencies Corrective Action Resources, professional development includes, but is not limited to, professional development focused on standards-based/standards-aligned instruction and materials, implementation of the CCSS, and the use of effective instructional strategies.

The professional development is designed to strengthen the academic achievement of the LEA's students determined to be in greatest need of assistance. This 10 percent reserve is a continuation of the mandated set-asides for all LEAs identified for improvement in PI Years 1 and 2.

(<http://www.cde.ca.gov/be/ag/ag/yr13/documents/nov13item09.doc>)

In January 2014, the CDE recommended and the SBE identified and assigned Corrective Action 7 and technical assistance resources to LEAs in Cohort 7 of PI Year 3. (<http://www.cde.ca.gov/be/ag/ag/yr14/documents/jan14item09.doc>)

FISCAL ANALYSIS (AS APPROPRIATE)

The 2014 California State Budget, as described in Assembly Bill 852, Item 6110-134-0890, Schedule (2), appropriated approximately \$31 million for LEAs in corrective action. California *EC* Section 52055.57(d) provides a formula to allocate \$150,000 per PI school for LEAs with intense performance problems; \$100,000 per PI school for LEAs with moderate performance concerns; and \$50,000 per PI school for LEAs with minor or isolated (light) performance concerns. No fiscal resources are identified for LEAs in PI Corrective Action that do not have any schools in PI.

There are sufficient funds in Budget Line Item 6110-134-0890 to support the recommendations in Attachments 1 and 2. Funds will be used to support the implementation of assigned corrective actions, including professional development.

ATTACHMENT(S)

- Attachment 1: Assignment of Corrective Action 7 and Associated Technical Assistance Requirements for Each of the Three High School Local Educational Agencies in Cohort 8 of Program Improvement Year 3 (2 Pages)
- Attachment 2: Application of Objective Criteria for the Three High School Local Educational Agencies in Cohort 8 of Program Improvement Year 3 Corrective Action 7 (1 Page)

Assignment of Corrective Action 7 and Associated Technical Assistance Requirements for Each of the Three High School Local Educational Agencies in Cohort 8 of Program Improvement Year 3

The California Department of Education (CDE) recommends that the State Board of Education (SBE) take the following individual actions for each of the three high school local educational agencies (LEAs) in Cohort 8 newly identified for Program Improvement (PI) Year 3 based on the 2013–14 Accountability Progress Report:

1. As a result of the overall improvement in student achievement over time associated with the Cohort 8 LEAs, assign the category of light performance concerns to all three LEAs in Cohort 8.
2. Assign additional resources to each of the high school LEAs in Cohort 8 of PI Year 3 consistent with federal requirements to provide technical assistance while instituting any corrective action.
 - All Cohort 8 LEAs that have PI schools will be provided with additional fiscal resources to implement the assigned corrective action. Cohort 8 LEAs may utilize the additional fiscal resources to: (1) access technical assistance in order to analyze the needs of the LEA and its schools; (2) review and revise the LEA Plan as necessary; (3) access professional development resources to improve the academic achievement of students determined to be in greatest need of assistance; and (4) continue the implementation of standards-based/standards-aligned instruction and materials. Those LEAs that do not have PI schools will not receive additional fiscal resources to access technical assistance.
3. Require, as established by the SBE at its November 2013 meeting, that each high school LEA in Cohort 8 continue to reserve an amount equal to 10 percent of its Title I allocation to provide professional development for teachers and administrators to strengthen the academic achievement of the LEA's students determined to be in greatest need of assistance.
 - Professional development includes, but is not limited to, professional development focused on standards-based/standards-aligned instruction and materials, implementation of the Common Core State Standards, and the use of effective instructional strategies.
4. Require each LEA in Cohorts 1–8 of PI Year 3 to demonstrate progress of corrective action implementation and monitoring through the annual electronic submission of an end-of-year evidence of progress report to the CDE. The report shall include:
 - A description of the implementation of professional development for administrators and teachers that is designed to improve the academic

achievement of students determined to be in the greatest need of assistance.

- An end-of-year summary description of the LEA's progress toward improving student achievement.
- Documentation of annual communication with the local governing board regarding the LEA's progress toward improving student achievement.

California Department of Education - November 2014

**Application of Objective Criteria for the Three High School Local Educational Agencies in Cohort 8 of
Program Improvement Year 3 Corrective Action 7**

County District Code	District Name	County Name	AYP Targets Met	AYP Targets Possible	Percent AYP Targets Met	Relative AYP Performance	Number Title I Schools	Number Schools Not in PI	Number Schools in PI	Percent Title I Schools Not in PI	API Growth Over Three API Cycles	Relative API Growth Over Time	2013 Growth API Score	Relative API Performance	2013 Objective Criteria Index Value	2013 Objective Criteria Index Rank	Differentiated Technical Assistance
1062257	Kingsburg Joint Union High	Fresno	7	11	63.64	0.00	2	1	1	50.00	11	33.33	767	10.34	31.46	1	Light
2966357	Nevada Joint Union High	Nevada	5	7	71.43	49.32	1	0	1	0	-15	-45.45	793	100.0	35.06	2	Light
5171449	Sutter Union High	Sutter	6	7	85.71	49.35	2	1	1	50.00	33	100.00	764	0.00	57.01	3	Light

API = Academic Performance Index
AYP = Adequate Yearly Progress
PI = Program Improvement



California State Board of Education
Meeting Agenda Items for November 13-14, 2014

ITEM 16



CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2014 AGENDA

SUBJECT STATE BOARD PROJECTS AND PRIORITIES. Including, but not limited to, future meeting plans; agenda items; and officer nominations and/or elections; State Board appointments and direction to staff; declaratory and commendatory resolutions; Bylaw review and revision; Board policy; approval of minutes; Board liaison reports; training of Board members; and other matters of interest.	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing
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SUMMARY OF THE ISSUE(S)

1. SBE Draft Preliminary Report of Actions/Minutes for the September 3-4, 2014 meeting.
2. SBE Screening Committee recommendations regarding appointments to the Instructional Quality Commission and the Advisory Commission on Charter Schools.
3. Board member liaison reports.

RECOMMENDATION(S)

The SBE staff recommends that the SBE:

1. Approve the Preliminary Report of Actions/Minutes for the September 3-4, 2014 meeting. (Attachment 1)
2. Consider the SBE Screening Committee recommendations for appointments to the Instructional Quality Commission and the Advisory Commission on Charter Schools. (Attachment 2)

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

At each regular meeting, the SBE 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 policy; Board minutes; Board liaison reports; and other matters of interest. The State Board has asked that this item be placed appropriately on each agenda.

FISCAL ANALYSIS (AS APPROPRIATE)

Not applicable.

ATTACHMENT(S)

Attachment 1: State Board of Education Draft Preliminary Report of Actions/Minutes for the September 3-4, 2014 meeting (21 Pages) may be viewed at the following link: <http://www.cde.ca.gov/be/mt/ms/>.

Attachment 2: State Board of Education Screening Committee Recommendations for Appointment to the Instructional Quality Commission and the Advisory Commission on Charter Schools. This attachment will be an Addendum.



California State Board of Education
Meeting Agenda Items for November 13-14, 2014

ITEM 17



CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2014 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.	<input type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing
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SUMMARY OF THE ISSUE(S)

This is a standing item on the agenda, which allows the members of the public to address the board on any matter that is not included in this meeting's agenda.

RECOMMENDATION

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

BRIEF HISTORY OF KEY ISSUES

Not applicable.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Not applicable.

FISCAL ANALYSIS (AS APPROPRIATE)

Not applicable.

ATTACHMENT(S)

Not applicable.



California State Board of Education
Meeting Agenda Items for November 13-14, 2014

WAIVER ITEM W-01



CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2014 AGENDA

Federal Waiver

<p>SUBJECT</p> <p>Request by four districts for a waiver of Section 131(c)(1) of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Public Law 109-270).</p> <p>Waiver Numbers: El Tejon Unified School District Fed-7-2014 Sierra Unified School District Fed-9-2014 Warner Unified School District Fed-10-2014 Westwood Unified School District Fed-8-2014</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input checked="" type="checkbox"/> Consent</p>
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SUMMARY OF THE ISSUES

The California Department of Education recommends approval to waive the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins Act), Public Law 109-270 Section 131(c)(1) which requires local educational agencies (LEAs) whose allocations are less than \$15,000 to enter into a consortium with other agencies. If they are unable to do so, under Section 131(c)(2), they may waive the consortium requirement if the LEA is in a rural, sparsely populated area, thus allowing the districts to meet the needs of their students.

Authority for Waiver: Federal Waiver Authority (Public Law 109-270) Section 131(c)(2).

RECOMMENDATION

Approval Approval with conditions Denial

SUMMARY OF KEY ISSUES

The criterion for qualifying for this waiver is demonstration that the LEAs cannot form or join a consortium that handles the Perkins funds. There are no other districts in the local area willing to join in a consortium. Districts are located in various rural counties, and have student populations ranging from 83 to 587. Districts are seeking waivers to function independently in order to meet the needs of the students in the district.

Local board approval date(s): Various

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Section 131(c)(1) of the Perkins Act requires 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(c)(2) of the Perkins Act permits states to waive the consortium agreement if the LEA is in a rural, sparsely populated area or is a public charter school operating secondary vocational and technical education programs, and is unable to join a consortium.

The State Board of Education (SBE) Waiver Policy #01-01: Carl D. Perkins Career and Technology Education Improvement Act: Consortium Requirement for Minimum Allocation, available at <http://www.cde.ca.gov/re/lr/wr/documents/perkinspolicyr.doc>, has criteria defining rural that are specifically tied to the National Center for Education Statistics (NCES) Locale Codes numbers 23, 31, 32, 33, 41, 42, or 43.

The SBE has approved all waivers of this statute that have been presented to it to date.

Demographic Information:

El Tejon Unified School District has a high school student population of 363 and is located in a Rural: Fringe (41) area in Kern County.

Sierra Unified School District has a high school student population of 587 and is located in a Rural: Distant (42) area in Fresno County.

Warner Unified School District has a high school student population of 83 and is located in a Rural: Distant (42) area in San Diego County.

Westwood Unified School District has a high school student population of 89 and is located in a Rural: Remote (43) area in Lassen County.

FISCAL ANALYSIS (AS APPROPRIATE)

Approval will enable these districts to receive an annual Perkins Act allocation that is listed on attachment 1. The waivers have no significant effect on the distribution of Perkins Act funds statewide.

ATTACHMENT(S)

Attachment 1: Districts Requesting Carl D. Perkins Career and Technical Education Waivers (1 page)

Attachment 2: El Tejon Unified School District Federal Waiver Request Fed-7-2014 for Frazier Mountain High School (1 page) (Original waiver request is signed and on file in the Waiver Office.)

Attachment 3: Sierra Unified School District Federal Waiver Request Fed-9-2014 for Sierra High School (2 pages) (Original waiver request is signed and on file in the Waiver Office.)

Attachment 4: Warner Unified School District Federal Waiver Request Fed-10-2014 for Warner Junior/Senior High School (1 page) (Original waiver request is signed and on file in the Waiver Office.)

Attachment 5: Westwood Unified School District Federal Waiver Request Fed-8-2014 for Westwood High School (1 page) (Original waiver request is signed and on file in the Waiver Office.)

Districts Requesting Carl D. Perkins Career and Technical Education Waivers

Waiver Number	District	Period of Request	NCES Locale Code	Demographic Information	Perkins Act Allocation
Fed-7-2014	El Tejon Unified School District for Frazier Mountain High School	Requested: July 1, 2014 to June 30, 2015 Recommended: July 1, 2014 to June 30, 2018	41	Student population of 363 located in Kern County	\$11,478.00
Fed-9-2014	Sierra Unified School District for Sierra High School	Requested: July 1, 2014 to June 30, 2018 Recommended: July 1, 2014 to June 30, 2018	42	Student population of 587 located in Fresno County	\$12,433.00
Fed-10-2014	Warner Unified School District for Warner Junior/Senior High School	Requested: July 1, 2014 to June 30, 2018 Recommended: July 1, 2014 to June 30, 2018	42	Student population of 83 located in San Diego County	\$1,073.00
Fed-8-2014	Westwood Unified School District for Westwood High School	Requested: July 1, 2014 to June 30, 2018 Recommended: July 1, 2014 to June 30, 2018	43	Student population of 89 located in Lassen County	\$2,478.00

Created by the California Department of Education
 September 19, 2014

California Department of Education
WAIVER SUBMISSION - Federal

CD Code: 1575168

Waiver Number: Fed-7-2014

Active Year: 2014

Date In: 7/11/2014 3:37:17 PM

Local Education Agency: El Tejon Unified School District
Address: 4337 Lebec Rd.
Lebec, CA 93243

Start: 7/1/2014

End: 6/30/2015

Waiver Renewal: Y

Previous Waiver Number: FED-436-2010-WC-4

Previous SBE Approval Date: 11/10/2010

Waiver Topic: Federal Program Waiver
Ed Code Title: Carl D. Perkins Voc and Tech Ed Act
Ed Code Section: PL 109-270 Section 131(c)(1)
Ed Code Authority: PL 109-270 Section 131(c)(2)

Ed Code or CCR to Waive: (c) Minimum Allocation (1) In general
Except as provided in Paragraph (2), a local educational agency shall not receive an allocation under subsection (a) unless the amount allocated to such agency under subsection (a) is greater than \$15,000. A local educational agency may enter into a consortium with other local educational agencies for the purposes of meeting the minimum allocation requirement of this paragraph.

Outcome Rationale: Frazier Mountain High School is the only high school to serve the youth in the mountain communities and is located in a small, rural community. We do not have another high school close enough to enter into a consortium with in order to meet the minimum allocation requirement. The Perkins Grant is necessary and extremely helpful to improve student performance and achievement in vocational areas which are so very important to the youth today.

Student Population: 315

City Type: Rural

NCES Code: 41

Local Board Approval Date: 6/12/2014

Submitted by: Ms. Sara Haflich
Position: High School Principal
E-mail: shaflich@el-tejon.k12.ca.us
Telephone: 661-248-0310
Fax:

California Department of Education
WAIVER SUBMISSION - Federal

CD Code: 1075275

Waiver Number: Fed-9-2014

Active Year: 2014

Date In: 7/18/2014 11:25:05 AM

Local Education Agency: Sierra Unified School District
Address: 29143 Auberry Rd.
Prather, CA 93651

Start: 7/1/2014

End: 6/30/2018

Waiver Renewal: Y

Previous Waiver Number: FED-18-2010

Previous SBE Approval Date: 5/06/2010

Waiver Topic: Federal Program Waiver
Ed Code Title: Carl D. Perkins Voc and Tech Ed Act
Ed Code Section: PL 109-270 Section 131(c)(1)
Ed Code Authority: PL 109-270 Section 131(c)(2)

Ed Code or CCR to Waive: Section 131(c)(1) of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Public Law 109-270) requires local education agencies (LEA's) whose allocations are less than \$15,000 to enter into a consortium with other IEA's for the purpose of meeting the \$15,000 minimum grant requirement. Section 131(c)(2) of the Perkins Act permits states to waive the consortium agreement if the LEA is in a rural, sparsely populated area and is unable to join a consortium.

The State Board of Education (SBE) Waiver Policy #01-01: Carl D. Perkins Career and Technology Education Improvement Act: Consortium Requirement for Minimum Allocation has criteria defining rural LEA's that are specifically tied to the National Center for Education Statistics (NCES) Locale Codes, numbers 23, 31, 32, 33, 41, 42, or 43.

The SBE has approved all waivers of this statute that have been presented to them to date.

Outcome Rationale: Located in Fresno County, Sierra Unified School District is a small district with one high school. The district serves the small town of Tollhouse, CA, which sits on the edge of the Sierra National Forest. Situated 38 miles north of Fresno, Tollhouse has a population of approximately 2,400.

Sierra High School has a total enrollment of approximately 500, and has consistently maintained an API over 800 since the 2010 waiver. Sierra USD has an NCES Locale Code of 42 (Rural:Distant), thus meeting one of the criteria established by the SBE Waiver Policy #01-01.

The other criterion for qualifying for this waiver is demonstration that the LEA cannot form or join a consortium that handles Perkins funds. Since 2004, Sierra USD has received a waiver as it has not been able to form a consortium with neighboring districts due to its geographic remoteness.

The Department recommends approval of this waiver, allowing Sierra HS to receive approximately \$9,000 that will be used to help improve the Career Technical Education programs in the district.

Student Population: 1400

City Type: Rural

NCES Code: 42

Local Board Approval Date: 7/16/2014

Submitted by: Ms. Julia Reese

Position: Principal SHS / Perkins Coordinator SUSD

E-mail: Jreese@Sierrausd.org

Telephone: 559-855-8311

Fax:

California Department of Education
WAIVER SUBMISSION - Federal

CD Code: 3775416

Waiver Number: Fed-10-2014

Active Year: 2014

Date In: 7/23/2014 3:26:04 PM

Local Education Agency: Warner Unified School District
Address: 30951 Highway 79
Warner Springs, CA 92086

Start: 7/1/2014

End: 6/30/2018

Waiver Renewal: Y

Previous Waiver Number: FED-571-2010-WC-5

Previous SBE Approval Date: 11/17/2010

Waiver Topic: Federal Program Waiver
Ed Code Title: Carl D. Perkins Voc and Tech Ed Act
Ed Code Section: PL 109-270 Section 131(c)(1)
Ed Code Authority: PL 109-270 Section 131(c)(2)

Ed Code or CCR to Waive: Carl D. Perkins Career and Technical Education Improvement Act of 2006, Public Law 109-270 Section 131(c)(1), that requires local agencies whose allocations are less than \$15,000 to enter into a consortium with other agencies for the purpose of meeting the \$15,000 minimum grant requirement.

Outcome Rationale: Warner Unified is an extremely small school district in a rural area of San Diego County. Warner's students have benefited greatly from any career tech programs the school has implemented and the district would like to continue to provide programs of these types. The Middle/High School enrollment remains at approximately 110 students. Warner Unified cannot form or join a consortium that handles the Perkins funds. There is no other district in the local area willing to join in a consortium with Warner USD. Warner USD is seeking this waiver to function independently in order to meet the needs of the students in the district. The district is requesting a waiver for the minimum grant requirement as well as the requirement to join a consortium.

Student Population: 220

City Type: Rural

NCES Code: 42

Local Board Approval Date: 7/8/2014

Submitted by: Ms. Andrea Sissons
Position: Business Manager
E-mail: andrea.sissons@warnerusd.net
Telephone: 760-782-3517
Fax:

California Department of Education
WAIVER SUBMISSION - Federal

CD Code: 1864204

Waiver Number: Fed-8-2014

Active Year: 2014

Date In: 7/17/2014 10:49:33 AM

Local Education Agency: Westwood Unified School District
Address: Fourth and Greenwood Sts.
Westwood, CA 96137

Start: 7/1/2014

End: 6/30/2018

Waiver Renewal: N

Previous Waiver Number: Previous SBE Approval Date:

Waiver Topic: Federal Program Waiver
Ed Code Title: Carl D. Perkins Voc and Tech Ed Act
Ed Code Section: PL 109-270 Section 131(c)(1)
Ed Code Authority: PL 109-270 Section 131(c)(2)

Ed Code or CCR to Waive: [Carl D. Perkins Career and Technical Education Improvement Act of 2006, Public Law 109-270 Section 131(c)(1), that requires local agencies whose allocations are less than \$15,000 to enter into a consortium with other agencies for the purpose of meeting the \$15,000 minimum grant requirement.]

Outcome Rationale: At Westwood High School in Lassen County, our Carl Perkins Career and Technical Education allocation is less than \$15,000.00.

Student Population: 179

City Type: Rural

NCES Code: 43

Local Board Approval Date: 6/25/2014

Submitted by: Mr. Randy Bobby
Position: Superintendent
E-mail: rbobby@frontiernet.net
Telephone: 916-759-3102
Fax: 530-284-3539



California State Board of Education
Meeting Agenda Items for November 13-14, 2014

WAIVER ITEM W-02



CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2014 AGENDA

General Waiver

<p>SUBJECT</p> <p>Request by Folsom-Cordova Unified School District to waive portions of California <i>Education Code</i> Section 51222(a), related to the statutory minimum requirement of 400 minutes of physical education each ten school days for students in grades nine through twelve in order to implement a block schedule at Vista del Lago High School.</p> <p>Waiver Number: 1-9-2014</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input checked="" type="checkbox"/> Consent</p>
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SUMMARY OF THE ISSUES

Vista del Lago High School (HS) is on a 4X4 block schedule where students receive 836 minutes of Physical Education (PE) instruction each 10 school days for 18 weeks. California *Education Code (EC)* Section 51222(a) requires a minimum of 400 minutes each 10 school days for the entire school year. Because students at Vista del Lago HS only take PE for one semester, they are seeking a waiver of *EC* Section 51222(a).

Authority for Waiver: *EC* Section 33050

RECOMMENDATION

Approval **Approval with conditions** **Denial**

EC Section 33051(b) will not apply, and the waiver will be approved for two years less one day and the school must continue to improve Physical Fitness Testing scores.

SUMMARY OF KEY ISSUES

EC Section 51222(a) established requirements for minimum instructional minutes of PE, 400 minutes each 10 school days for pupils in grades seven through twelve. Vista del Lago HS has implemented a block schedule in grades nine through twelve that does not provide each student with PE instruction for a minimum of 400 minutes each 10 school days.

Students at this school are enrolled in PE for only 18 weeks of the school year, receiving instruction for an average of 83 minutes per school day (four days at 92 minutes and one day at 50 minutes). This means that PE is taught for 418 minutes per school week (or 836 minutes each 10 days). Therefore, the actual time that Vista del Lago HS students are enrolled in PE meets the minimum minute requirements, if added on an annual basis (7,524 minutes).

Sample Student Schedules	Fall Term 18 Consecutive Weeks	Spring Term 18 Consecutive Weeks
Student A	Minutes per week of PE Instruction = 0	Minutes per week of PE Instruction = 418
Student B	Minutes per week of PE Instruction = 418	Minutes per week of PE Instruction = 0

The California Department of Education (CDE) has worked closely with Folsom-Cordova Unified School District to ensure that all criteria have been met to a high degree of completion. The district has provided evidence indicating they have met the criteria for this waiver as follows:

1. The PE instructional program at Vista del Lago HS complies with federal and state statutes and regulations related to PE pertaining to minimum minute requirements; instruction is based on PE content standards; and instruction is aligned with the *Physical Education Framework for California Public Schools* (sequential, articulated, and age-appropriate instruction).
2. The district has developed a PE professional development plan for teachers who deliver instruction in PE at that school.
3. The students are enrolled in courses of PE a minimum of 18 weeks in 50–90 minute daily class periods during the regular school year.
4. The district described a method by which it will monitor students' maintenance of a personal physical activity program during the weeks they are not participating in a PE course at that school. The monitoring program includes: student accountability for participation in physical activity; guidance for students in using the principles of exercise to design and complete their physical activity program; specific information regarding the design; and delivery of the monitoring program.
5. The PE program complies with *California Code of Regulations*, Title 5, Article 3.1, Section 10060.
6. All eligible students are prepared for and participate in the physical performance testing as specified in *EC* Section 60800.
7. Alternate day scheduling for PE rather than alternate term scheduling has been thoroughly investigated by the district.

When the district is identified for a Federal Program Monitoring (FPM) review by the CDE, Vista del Lago HS shall have PE reviewed as a part of the district's FPM process.

As required by State Board of Education (SBE) Waiver Policy #99–03, Physical Education Requirements for Block Schedules, the 2013–14 California Physical Fitness Test (PFT) data was reviewed and indicates that 64.8% of Vista del Lago HS grade nine students met all six out of six fitness standards on each of the PFT items. This indicates a 12.6% increase from their 2012–13 results (52.2%).

Because this is a general waiver, if the SBE decides to deny the waiver, it must cite one of the seven reasons in EC 33051(a), available at http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=33051.

Demographic Information: Vista del Lago HS has a student population of 1525. The district is located in a suburban area of Sacramento County.

Authority for Waiver: EC Section 33050

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

SBE Waiver Policy #99–03, Physical Education Requirements for Block Schedules, which was last revised in July 2006, establishes criteria for granting waivers related to PE instructional minutes for the purpose of implementing a block schedule. This policy, #99–03, is available for viewing at <http://www.cde.ca.gov/re/lr/wr/documents/pepolicy.doc>.

Schools began implementing block schedules, sometimes with disregard for the statutory requirements for PE instructional minutes, in the 1980s. Several types of these block schedules incorporate PE instruction on a limited basis and do not meet the statutory requirement of 400 minutes each 10 school days. A committee including PE experts, district staff, SBE members, and CDE staff developed a recommendation for a waiver policy. This group did not feel that they could ask high schools in the state to stop doing block scheduling, so flexibility was sought, and a waiver policy was created.

FISCAL ANALYSIS (AS APPROPRIATE)

There is no statewide fiscal impact of waiver approval or denial.

ATTACHMENT(S)

Attachment 1: Summary Table of Physical Education Block Schedule State Board of Education Waiver (1 page)

Attachment 2: Folsom-Cordova Unified School District General Waiver Request 1-9-2014 (2 pages) (Original waiver request is signed and on file in the Waiver Office.)

Summary Table of Physical Education Block Schedule State Board of Education Waiver

Waiver Number	District	Period of Request	Bargaining Unit, Representatives Consulted, Date, and Position	Public Hearing and Board Approval Date	Public Hearing Advertisement	SSC/Advisory Committee Consulted, Date, and Position
1-9-2014	Folsom-Cordova Unified School District	<p>Requested: August 15, 2014 to August 12, 2016</p> <p>Recommended: August 15, 2014 to August 12, 2016</p>	<p>Folsom Cordova Educators Association Michael Itkoff, President October 1, 2013 Neutral</p>	<p>Public Hearing June 7, 2007</p> <p>Local Board Approval August 7, 2014</p>	<p>Newspaper, District website</p>	<p>PE Department, Schoolsite Council, and School Board meeting June 10, 2014 No objections</p>

Created by the California Department of Education
 September 26, 2014

California Department of Education
WAIVER SUBMISSION - General

CD Code: 3467330

Waiver Number: 1-9-2014

Active Year: 2014

Date In: 9/2/2014 5:08:29 PM

Local Education Agency: Folsom-Cordova Unified School District
Address: 1965 Birkmont Dr.
Rancho Cordova, CA 95742

Start: 8/15/2014

End: 8/12/2016

Waiver Renewal: Y

Previous Waiver Number: 26-10-2013-W-04 Previous SBE Approval Date: 3/12/2014

Waiver Topic: Physical Education Program
Ed Code Title: Block Schedules
Ed Code Section: 51222(a)
Ed Code Authority: 33050

Ed Code or *CCR* to Waive: *EC* Section 51222(a) - All pupils, except pupils excused or exempted pursuant to Section 51241, shall be required to attend upon the courses of physical education for a total period of time of not less than 400 minutes each 10 schooldays.

Outcome Rationale: Vista del Lago High School opened its doors in the fall of 2007 employing a 4x4 block schedule comprising four year-long courses taught in each 18 week term. The decision to utilize an alternative term schedule was reached after several months of educational research, discussion and input from community members, staff, and students. The following factors led to the adoption of the 4x4 schedule.

Student Population: 1525

City Type: Suburban

Public Hearing Date: 6/7/2007

Public Hearing Advertised: Local paper, website

Local Board Approval Date: 8/7/2014

Community Council Reviewed By: School Board, SCC, and P.E. Deptment

Community Council Reviewed Date: 6/10/2014

Community Council Objection: N

Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Dr. John Dixon
Position: Principal
E-mail: jdixon@fcusd.org
Telephone: 916-294-2410 x410110
Fax:

Bargaining Unit Date: 10/01/2013
Name: Folsom Cordova Educators Association
Representative: Michael Itkoff
Title: Prersident
Position: Neutral
Comments:



California State Board of Education
Meeting Agenda Items for November 13-14, 2014

WAIVER ITEM W-03



CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2014 AGENDA

General Waiver

<p>SUBJECT</p> <p>Request by two local educational agencies to waive <i>California Code of Regulations</i>, Title 5, Section 3051.16(b)(3), the requirement that educational interpreters for deaf and hard of hearing pupils meet minimum qualifications as of July 1, 2009, to allow two educational interpreters to provide services to students until June 30, 2015, under a remediation plan to complete those minimum requirements.</p> <p>Waiver Numbers: Hemet Unified School District 3-7-2014 Plumas Unified School District 2-7-2014</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input checked="" type="checkbox"/> Consent</p>
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SUMMARY OF THE ISSUES

The SBE must determine if these two interpreters qualify for educational interpreter waivers, to provide educational interpreter services until June 30, 2015.

Authority for Waiver: *Education Code (EC)* Section 33050

RECOMMENDATION

Approval Approval with conditions Denial

The California Department of Education (CDE) recommends approval of the waiver requests for these two interpreters with the individual conditions noted in Attachment 1.

SUMMARY OF KEY ISSUES

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) requires that interpreters for pupils who are deaf or hard of hearing meet state-approved or state-recognized certification, registration, or other comparable requirements, as defined in Title 34 of the *Code of Federal Regulations*, Section 300.156(b)(1).

To meet this federal requirement, the *California Code of Regulations*, Section 3051.16(b)(3) require the following:

By **July 1, 2009**, and thereafter, an educational interpreter shall be certified by the national Registry of Interpreters for the Deaf (RID), or equivalent; in lieu of RID certification or equivalent, an educational interpreter must have achieved a score of **4.0** or above on the Educational Interpreter Performance Assessment (EIPA),

the Educational Sign Skills Evaluation-Interpreter/Receptive (ESSE-I/R), or the National Association of the Deaf/American Consortium of Certified Interpreters (NAD/ACCI) assessment. If providing Cued Language transliteration, a transliterator shall possess Testing/Evaluation and Certification Unit (TECUnit) certification, or have achieved a score of **4.0** or above on the EIPA – Cued Speech.

Because this is a general waiver, if the SBE decides to deny the waiver, it must cite one of the seven reasons in EC 33051(a), available at http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=33051.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In 2002, the State Board of Education (SBE) approved regulations that required educational interpreters to be certified by the national Registry of Interpreters for the Deaf (RID), or equivalent, by January 1, 2007. As of July 1, 2009, they have been required to be certified by the RID, or equivalent, or to have achieved a score of 4.0 or better on specified assessments.

In November, 2009, the SBE approved a policy regarding educational interpreter waiver requests. That policy is on the CDE Web site at http://www.cde.ca.gov/re/lr/wr/documents/interpreter_000.doc

FISCAL ANALYSIS (AS APPROPRIATE)

There is no statewide fiscal impact of waiver approval.

ATTACHMENT(S)

Attachment 1: List of Waiver Numbers, Districts, Information Regarding Test Scores and Conditions (1 page)

Attachment 2: Hemet Unified School District General Waiver Request 3-7-2014 (4 pages) (Original waiver request is signed and on file in the Waiver Office.)

Attachment 3: Plumas Unified School District General Waiver Request 2-7-2014 (3 pages) (Original waiver request is signed and on file in the Waiver Office.)

List of Waiver Numbers, Districts, Information Regarding Test Scores and Conditions

Waiver Number	LEA	Interpreter	Period of Request	Local Board and Public Hearing Approval Date Public Hearing Requirement	Bargaining Unit, Representative(s) Consulted, Date and Position	Advisory Committee Consulted, Date and Position	Previous Waivers (Yes/No) Date	Name, Date, and Score of Most Recent Evaluation	Name, Dates, and Scores of Previous Evaluations	Date of Hire
3-7-2014	Hemet Unified School District	Ginger Stewart	Requested: 7/1/2014 to 6/30/2015 Recommended: 7/2/2014 to 6/30/2015	6/17/2014 Notice at each schoolsite and at district office	California School Employees Association Bonnie Little, President 6/9/2014 Support	District Advisory Committee 5/1/2014 No objections	Yes July 2012 September 2013	EIPA 1/11/2014 3.5	EIPA Prehire Screen 10/14/2013 "OK to Hire" EIPA 11/18/2013 3.7	11/14/2013
2-7-2014	Plumas Unified School District	Stephanie Metzger	Requested: 7/1/2014 to 6/30/2015 Recommended: 7/2/2014 to 6/30/2015	6/26/2014 Notice posted at all district schools and three additional public places	California School Employees Association Judith Yocum, President 5/28/2014 Support	Chester Elementary Schoolsite Council 5/21/2014 No objections	Yes May 2013 November 2013	EIPA 5/10/2014 Score pending	EIPA 2012 3.2 EIPA 6/8/2013 3.3	3/16/2012

California Department of Education
WAIVER SUBMISSION - General

CD Code: 3367082

Waiver Number: 3-7-2014

Active Year: 2014

Date In: 7/9/2014 11:05:37 AM

Local Education Agency: Hemet Unified School District
Address: 1791 West Acacia Ave.
Hemet, CA 92545

Start: 7/1/2014

End: 6/30/2015

Waiver Renewal: Y

Previous Waiver Number: 2-5-2013-W-03 Previous SBE Approval Date: 9/04/2013

Waiver Topic: Special Education Program
Ed Code Title: Educational Interpreter for Deaf and Hard of Hearing
Ed Code Section: CCR, Title 5, Section 3051.16(b)(3)
Ed Code Authority: 33050-33053

Ed Code or CCR to Waive: Educational Interpreter for Deaf and Hard of Hearing
CCR, Title 5, Section 3051.16(b)(3)

Outcome Rationale: The Hemet USD Special Education Department is committed to providing the highest level of related service to our students. The intent of this waiver is to continue to add support to our Deaf and Hard of Hearing students so that they are able to access their education in the area of communication, academic, and social skills.

Student Population: 21414

City Type: Suburban

Public Hearing Date: 6/17/2014

Public Hearing Advertised: Notice at each school site. Notice at District office

Local Board Approval Date: 6/17/2014

Community Council Reviewed By: District Advisory Committee
Community Council Reviewed Date: 5/1/2014
Community Council Objection: N
Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Janet Mendoza
Position: Coordinator, Special Education
E-mail: jmendoza@hemetusd.org
Telephone: 951-765-5100 x4020
Fax: 951-765-5136

Bargaining Unit Date: 06/09/2014
Name: California School Employees' Association Chapter 104
Representative: Bonnie Little
Title: CSEA president
Position: Support
Comments:

Documentation and Development Plan
Classroom Sign Language Interpreter
Ginger Stewart

The following plan is intended to increase the level of sign language proficiency in order to meet the California State qualifications and waiver requirements for the following interpreter:

Professional Development Plan

Mentorship: Ginger will meet bi-monthly with her mentor, Adonis Parker, a certified interpreter, to work on her goals, discuss areas of need related to her job and student, view the Boys Town Educational Interpreters Assessment videos, etc. . She will also periodically videotape herself and share and compare her signing abilities with the interpreter on the screen. This will be done for both sign and voice to sign interpreting. Janet Mendoza, Special Education Coordinator for Hemet Unified School District, will monitor the log sheets of the above activities.

Ginger will be available to attend workshops, webinars, or conferences educationally related to deaf and hard of hearing students, interpreting services, and/or culture. Ginger will contact EIPA contact staff person Christine.Grassmeyer@boystown.org. to calendar attendance at a workshops or webinar. Previously, the workshops were held in Riverside, California. In the past, these workshops have been two half-day workshops. Ginger would be required to attend only one of the two. Depending on the outcome of Ginger's next EIPA score more training may be added in the future. Ginger will also look for Deaf Culture events in the Inland Empire to attend.

Individualized Goals (developed from the EIPA Diagnostic Center comments)

Goal: Develop and implement a systematic top-down processing (from pragmatic to prosodic to lexical) approach.

Objective: Ginger will listen longer (before signing) and focus on the why (pragmatic drive) and how (prosody/intonation) of the narrative. Focusing on why someone is talking is the best focal point to guide interpretation.

Goal: Use Spatial Organization

Objective: Ginger will use the appropriate spatial organization building a visual scaffold for interpretation, to incorporate classifiers, when working with students. This will assist her ability to accurately render a "model representation" of a specific topical focal point.

Goal: Increase the amount of fingerspelling in the interpretation.

Objective: Ginger will develop familiarity with a variety of classifiers and be sure to label classifiers with either sign or fingerspelling.

Current Sign Language Interpreters' EIPA Assessment Scores

Roman I: 3.2
Roman II: 3.7
Roman III: 4.2
Roman IV: 2.9

Ginger's most recent EIPA score, dated 1/11/2014 was a 3.5.

Previous Sign Language Interpreters' EIPA Assessment Score were 3.6 (10/12/2012) and 3.7 (July 9, 2011).

Ginger will schedule to take the EIPA at the next appropriate time related to her last assessment.

Ginger understands that in order for her to continue in her current position with Hemet Unified School District as an Interpreter, she must continue to pursue a passing score of 4.0. Ginger is also aware that this waiver must be approved by the California Department of Education.

Janet Mendoza
Special Education Coordinator
Hemet Unified School District

Signatures:

Ginger Stewart, Interpreter _____

Bonnie Little, CSEA President _____

Janet Mendoza, Coordinator, Special Education _____

California Department of Education
WAIVER SUBMISSION - General

CD Code: 3266969

Waiver Number: 2-7-2014

Active Year: 2014

Date In: 7/2/2014 3:54:01 PM

Local Education Agency: Plumas Unified School District
Address: 50 Church St.
Quincy, CA 95971

Start: 7/1/2014

End: 6/30/2015

Waiver Renewal: Y

Previous Waiver Number: 2-7-2013-W-03

Previous SBE Approval Date: 11/13/2013

Waiver Topic: Special Education Program

Ed Code Title: Educational Interpreter for Deaf and Hard of Hearing

Ed Code Section: CCR, Title 5, Section 3051.16(b)(3)

Ed Code Authority: 33050-33053

Ed Code or CCR to Waive: the requirement that educational interpreter for deaf and hard of hearing pupils meet minimum qualifications as of July 1, 2009.

Outcome Rationale: Interpreter Stephanie Metzger received an EIPA score of 3.3 in June 2013. She worked with a Certified Interpreter Mentor this past school year, then took another EIPA on May 10, 2014. We have not received scores back yet.

Please allow Stephanie to continue to provide interpreter services to our Deaf student until June 30, 2015 under a remediation plan if she does not get an EIPA score of 4.0. The district has contracted with the Certified Interpreter Mentor again just in case. Our Deaf student has been making wonderful progress in 4th grade this year.

Student Population: 1400

City Type: Rural

Public Hearing Date: 6/26/2014

Public Hearing Advertised: Notice posted at all district schools and additional 3 public places

Local Board Approval Date: 6/26/2014

Community Council Reviewed By: Chester Elementary Schoolsite Council

Community Council Reviewed Date: 5/21/2014

Community Council Objection: N

Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Tori Willits
Position: SELPA Director
E-mail: twillits@pcoe.k12.ca.us
Telephone: 530-283-6500 x218
Fax:

Bargaining Unit Date: 05/28/2014
Name: CSEA-California School Employee Assoc.
Representative: Judith Yocum
Title: CSEA Chapter President
Position: Support
Comments:

PLUMAS UNIFIED SCHOOL DISTRICT
Special Education Department
50 Church Street
Quincy, CA 95971
(530) 283-6500 Ext. 275 or 218

TO: Stephanie Metzger
FROM: Tori Willits
DATE: May 21, 2014

SUBJECT: Interpreter Remediation Plan

The State Board of Education has amended two sections of Title 5 of the California Code of Regulations Sections 3051.16 and 3065, to ensure that interpreters for pupils who are deaf or hard of hearing meet state approved or stated-recognized requirements for certification, licensing and registration or other comparable requirements.

“By July 1, 2009 and thereafter an educational interpreter shall be certified by the national RID or equivalent; in lieu of RID certification or equivalent, an educational interpret must have achieved a score of 4.0 or above on the EIPA, the ESSE-I/R, or the NAD/ACCI assessment.”

PUSD has provided the following training for you:

EIPA (Educational Interpreter Performance Assessment) for you on 6/8/2013. This assessment included a written report containing strengths, weaknesses and suggestions for improvement of skills. PUSD has received your EIPA and score of 3.3 for this assessment. During the current school year, PUSD has provided weekly one-on-one mentoring with a Certified, ASL Interpreter. You have recently taken another EIPA May 10, 2014. Results are expected in Sept. 2014.

If you do not obtain a score of 4.0 or greater, PUSD is offering to provide and fund an Interpreter Training Program for you that consists of 35 hours of mentoring with an RID Certified Interpreter and weekly one-on-one mentorship with an ASL Instructor. The offering of this Interpreter Training program, during the 2014-2015 school year, is to assist you with the compliance requirement of a score of 4.0 on the EIPA. PUSD is in the process of applying for a waiver on your behalf with the Department of Education. If a waiver is granted, it will only be for the current school year, ending June 30, 2015.

PUSD Program Administrator

Employee

CSEA Union Rep.



California State Board of Education
Meeting Agenda Items for November 13-14, 2014

WAIVER ITEM W-04



CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2014 AGENDA

Specific Waiver

<p>SUBJECT</p> <p>Request by Moreland School District under the authority of California <i>Education Code</i> Section 56101 and <i>California Code of Regulations</i>, Title 5, Section 3100, to waive <i>Education Code</i> Section 56362(c), allowing the caseload of the resource specialist to exceed the maximum caseload of 28 students by no more than 4 students (32 maximum). Tim Hogan assigned at Easterbrook Discovery School.</p> <p>Waiver Number: 6-4-2014</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input checked="" type="checkbox"/> Consent</p>
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SUMMARY OF THE ISSUE(S)

On April 8, 2014, the district requested to increase the caseload of a resource specialist from the allowed maximum caseload of 28 students to 32 students from April 8, 2014, through June 13, 2014. The original waiver request submitted by the district did not follow all of the procedural requirements and was returned to the district. The procedural requirement of consulting with the bargaining unit was completed by the district on September 19, 2014, and the waiver was resubmitted on September 30, 2014.

Authority for Waiver: *Education Code (EC)* Section 56101

RECOMMENDATION

Approval **Approval with conditions** **Denial**

The California Department of Education (CDE) recommends approval with the following conditions: the district must provide instructional aide time of at least five hours daily whenever the resource specialist's caseload exceeds the statutory maximum caseload of 28 students by no more than four students (32 maximum), during the waiver's effective period, per *California Code of Regulations*, Title 5 (5 CCR), Section 3100(d)(2).

SUMMARY OF KEY ISSUES

A resource specialist is a credentialed teacher who provides instruction and services to children with individualized education programs (IEPs) that are with regular education teachers for the majority of the school day. Resource specialists coordinate special education services with general education programs for his or her students.

Before recommending approval, the existing complaint/compliance database for any district requesting a caseload waiver is examined. If it appears that a particular local educational agency is requesting large numbers of waivers, or upon complaint from an individual resource specialist alleging that waiver conditions are not being followed, referrals are made to the Special Education Division for follow-up.

The Moreland School District requested the resource specialist program caseload waiver due to an increase in enrollment in the special education population. The district states the waiver would help to keep special education students at their home school.

The resource teacher was contacted on August 15, 2014, and stated he agreed to the additional caseload and waiver. Additional aide time was provided from April 8, 2014, through June 13, 2014.

The Moreland Teachers Association was contacted by the district on September 19, 2014 regarding this waiver. The Association expressed concern that services to special education students are being diluted, and does not agree to the additional caseload.

The Department recommends approval with conditions. There have been no prior documented complaints registered with the CDE related to this school district exceeding the maximum resource specialist program caseload of 28 students. In addition to providing the appropriate additional instructional assistant time for the two months of the requested waiver, the district has hired an additional resource specialist for the 2014-15 school year.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

EC Section 56101 allows the State Board of Education (SBE) to waive any provision of *EC* or regulation if the waiver is necessary or beneficial when implementing a student IEP. 5 *CCR* specifically allows the SBE to approve waivers for resource specialists providing special education services to allow them to exceed the maximum caseload of 28 students by no more than four students. However, there are specific requirements in these regulations which must be met for approval, and if these requirements are not met, the waiver must be denied:

- 1) The requesting agency demonstrates to the satisfaction of the SBE: (A) that the excess resource specialist caseload results from extraordinary fiscal and/or programmatic conditions; and (B) that the extraordinary conditions have been resolved or will be resolved by the time the waiver expires.
- 2) The waiver stipulates that an affected resource specialist will have the assistance of an instructional aide at least five hours daily whenever that resource specialist's caseload exceeds the statutory maximum during the waiver's effective period.
- 3) The waiver confirms that the students served by an affected resource specialist will receive all of the services called for in their IEPs.

- 4) The waiver was agreed to by any affected resource specialist, and the bargaining unit, if any, to which the resource specialist belongs, participated in the waiver's development.
- 5) The waiver demonstrates to the satisfaction of the SBE that the excess caseload can be reasonably managed by an affected resource specialist in particular relation to: (A) the resource specialist's pupil contact time and other assigned duties; and (B) the programmatic conditions faced by the resource specialist, including, but not limited to, student age level, age span, and the behavioral characteristics; number of curriculum levels taught at any one time or any given session; and intensity of student instructional needs.

The SBE receives about a dozen waivers of this type each year, and approximately 90 percent are approved. Due to the nature of this type of waiver, they are almost always retroactive.

FISCAL ANALYSIS (AS APPROPRIATE)

There is no statewide fiscal impact of waiver(s) approval.

ATTACHMENT(S)

Attachment 1: Information from Districts Requesting Waiver of Resource Specialist Program (1 page)

Attachment 2: Moreland School District–Easterbrook Discovery School Specific Waiver Request 6-4-2014 (5 Pages) (Original waiver request is signed and on file in the Waiver Office.)

Information from Districts Requesting Waivers of Resource Specialist Program

California Education Code Section 56362(c)

Waiver Number	School District/ School	Name of Teacher/ Agrees to Excess Caseload?	Over Statutory Caseload for More Than Two Years?	Current Aide Time/ Aide Time With Approved Waiver?	Demographics	Period of Request	Local Board Approval Date	Date/Name Bargaining Unit Consulted/ Position
6-4-2014	Moreland School District / Easterbrook Discovery School	Tim Hogan Yes	No	Current: 27.5 hours per week If Approved: 31.5 hours a week	Student Population: 992 Area: Suburban County: Santa Clara	Requested: 4/8/14–6/13/14 Recommended: 4/8/14–6/13/14	Approved by SELPA on 4/7/14	9/19/14 Moreland Teacher's Association was consulted on the resubmitted waiver, Paul Mack, President Not in Support

Created by California Department of Education
September 3, 2014

California Department of Education
WAIVER SUBMISSION - Specific

CD Code: 4369575

Waiver Number: 6-4-2014

Active Year: 2014

Date In: 4/8/2014 4:58:26 PM [Pulled and resubmitted 9/30/14]

Local Education Agency: Moreland School District
Address: 4711 Campbell Ave.
San Jose, CA 95130

Start: 4/8/2014

End: 6/13/2014

Waiver Renewal: N

Previous Waiver Number:

Previous SBE Approval Date:

Waiver Topic: Special Education Program
Ed Code Title: Resource Teacher Caseload
Ed Code Section: 56362(c)
Ed Code Authority: 56101 and CCR, Title 5, Section 3100

Ed Code or CCR to Waive: RSP Caseload

Outcome Rationale: Due to an increase in enrollment we have seen an increase in our special education population. We would like the waiver to keep our special education students at their home school. Another RSP teacher will help provide service if the caseload exceeds the waiver limit.

Student Population: 1004

City Type: Suburban

Local Board Approval Date: SELPA approved on 4/7/2014

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Destiny Ortega
Position: Director of Student Services
E-mail: dortega@moreland.org
Telephone: 408-874-2952
Fax:

Bargaining Unit Date: [9/19/2014]
Name: Moreland Teacher's Association
Representative: Paul Mack
Title: President
Position: Not in Support

Comments: [Teacher's union contacted on 9/19/14 to provide input into the resubmitted waiver. Not in support of waiver.]

California Department of Education
Revised 4-25-2013

SPECIFIC WAIVER REQUEST FOR RESOURCE SPECIALIST CASELOAD
To be completed by the ADMINISTRATOR

1. SELPA / District / COE Name: Moreland School District
2. Name of Resource Specialist*: Tim Hogan
3. School / District Assignment: Easterbrook Discovery School
4. Status: Permanent Probation Temporary
5. Number of students 29 (Caseload) proposed number of students 32
6. Full time Equivalent (FTE%): 1.0
7. Number of periods or hours taught by Resource Specialist:
Periods Hours 6
8. Average number of students per hour taught: 4
9. Indicate amount of Instructional Aide time: 5.5 hours/5 days a week plus an additional 4 hours per week to be provided to this resource specialist with this waiver.
Note: At least 5 hours of aide time is required when the caseload is over 28, per CCR, Title 5, Section 3100(d)(2).
10. Provide assurance that the waiver will not hinder the implementation of a student's individualized educational program (IEP) for all students involved with the waiver or compliance with specified federal law, per CCR, Title 5, Section 3100(d):

We believe that with additional support we can provide a quality program which meets the requirements of each IEP. To assist the Resource Specialist, we have provided additional instructional aide support and will also have a Resource Specialist from another site assess and provide direct services to some of the elementary students.
11. Explain what extraordinary fiscal or program circumstances resulted in this request for excess caseload, per CCR, Title 5, Section 3100(d):

This year our enrollment exceeded our projections by approximately two hundred students.

With an increase in our overall population came an increase of students with IEPs.

12. Indicate how your plan of action to resolve conditions by the time the waiver expires or is denied by the SBE, per *CCR*, Title 5, Section 3100(d)(1):

Should the caseload remain above twenty-eight students or is denied, a Resource Specialist from another site will provide service to the additional students.

Administrator/Designee Name and Title: Destiny Ortega, Director

Telephone number (and extension): 408-874-2952

Date: [8/15/14]

*Resource Specialist as defined in *EC* Section 56362.5

California Department of Education
Revised 4-25-2013

SPECIFIC WAIVER REQUEST FOR RESOURCE SPECIALIST CASELOAD
To be completed by the RESOURCE SPECIALIST (Teacher)

Name: Tim Hogan

Assigned at: Easterbrook Discovery School -- Moreland School District

1. Is the information in Items 1 – 12 on the attached SW _ RSC _ Administrator form an accurate reflection of your current assignments, personal data, FTE, your caseload, number of periods taught and average number of students?

-29- Yes

If not, please state where you believe these facts or numbers differ:

NOTE: As of 3/18/4, EDS-K-5 level, 12 cases have been referred for assessment by SST.

2. Will all students served receive all of the services called for in their IEP's? Can you reasonably manage the excess caseload in relation to the programmatic condition you face, including, but not limited to, student age level, age span, and behavioral characteristics; number of curriculum levels taught at any one time or any given session, and intensity of student instructional needs. Please explain:

NOTE: I am able to manage the current caseload of 29 students with the support the district has provided. However, my caseload is to be capped at 29 student level, and all subsequent program assessments, IEP documentation, IEP meetings, and services are to be managed by a separate support-Resource Specialist appointed by the district.

3. Can you reasonably manage the excess caseload in relation to your student contact time, and other assigned duties? Please explain:

NOTE: I can manage the present caseload of 29 students provided the caseload is capped at 29 students and an additional Resource Specialist is appointed to manage all "overflow" responsibilities as outlined above in Item (2).

4. *EC* Section 56362(c) states that no resource specialist shall have a caseload which exceeds 28 students, per *CCR*, Title 5, Section 3100. Regulations allow your agency to request a waiver of the *EC*, providing certain conditions are met, and that in no circumstance may your caseload be raised to above 32 students.

Indicate your position regarding this waiver request by a check mark in one box.

AGREE – to the increase in my student caseload from 28 students to not more than 32 students.

_____ DISAGREE – to an increase in my student caseload over the 28 students. If disagreeing, provide rationale below:

5. Indicate a check mark in the appropriate box:

X I did not have a student caseload of more than 28 during the last school year.

_____ I did have a student caseload of more than 28 during the last school year. If yes, please respond below:

(a) Did you have an approved waiver for this caseload? Yes ___ No ___

(b) Specify which months / weeks you were over caseload: From _____ to _____

(c) Other pertinent information?

_____ I have had a student caseload of **more than 28** for **more than two consecutive years**.

6. Instructional Aide time currently receiving: 1 1/2 hours (prior to increased caseload).

7. Any additional Aide time with this waiver? _____ total hours after increase.

NOTE: The Resource Specialist appointed to manage overflow cases should have separate instructional aide for overflow services – not current program's aide.

___X___ I hereby certify that the information provided on this application is true and correct.

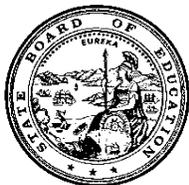
Date: 8/15/14

Telephone number (and extension): (408) 874-3521



California State Board of Education
Meeting Agenda Items for November 13-14, 2014

WAIVER ITEM W-05



CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2014 AGENDA

General Waiver

<p>SUBJECT</p> <p>Request by Tamalpais Union High School District to waive the State Testing Apportionment Information Report and Certification deadline of December 31 in the <i>California Code of Regulations</i>, Title 5, sections 862(c)(2)(A), 1225(b)(2)(A), and 11517.5(b)(1)(A) for the Standardized Testing and Reporting Program, the California High School Exit Examination and the California English Language Development Test.</p> <p>Waiver Number: 36-6-2014</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input checked="" type="checkbox"/> Consent</p>
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SUMMARY OF THE ISSUES

Regulations for the State Testing Apportionment Information Report, amended in 2005, include an annual deadline of December 31 for the return of the State Testing Apportionment Information Report for prior year testing. The California Department of Education (CDE) sent letters in September 2005 announcing the new deadline in regulations to local educational agencies (LEAs). This deadline was enacted to speed up the process of final reimbursement of testing costs to the LEAs.

The LEA filing for this waiver request missed the December 31 deadline for requesting reimbursement for the 2012–13 school year. The CDE recommends approval of this waiver request in order to reimburse this LEA for prior year state testing costs.

Authority for Waiver: *Education Code (EC)* Section 33050

RECOMMENDATION

Approval **Approval with conditions** **Denial**

The CDE recommends that the December 31 deadline for submission of the State Testing Apportionment Information Reports be waived for the LEA shown on Attachment 1.

SUMMARY OF KEY ISSUES

Regulations for the State Testing Apportionment Information Report, amended in 2005, include an annual deadline of December 31 for the return of the Apportionment Information Report for prior year testing for the California English Language Development Test (CELDT), the California High School Exit Examination (CAHSEE), and the Standardized Testing and Reporting (STAR) Program. The CDE sent letters in September 2005 announcing the new deadline in regulations to LEAs. This deadline was enacted to speed up the process of final reimbursement of testing costs to the LEAs.

The LEA filing for this waiver missed the December 31 deadline for requesting reimbursement for the 2012–13 school year. CDE staff verified that this LEA had submitted reports after the deadline and needs the waiver.

This LEA is now aware of this important change in the timeline and understands that future reports must be submitted to the Assessment Development and Administration Division for reimbursement by the annual deadline. Therefore, the CDE recommends the approval of this waiver request as required by regulation prior to final reimbursement.

Demographic Information:

Tamalpais Union High School District is requesting reimbursement for Tamalpais Union High School which serves a student population of 938 and is located in Marin County.

Because this is a general waiver, if the SBE decides to deny the waiver, it must cite one of the seven reasons in EC 33051(a), available at http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=33051.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) has approved all waiver requests since the deadline for submission of the State Testing Apportionment Information Report was added to the *California Code of Regulations (CCR)*, and the SBE Waiver Policy 08-#: **State Testing Apportionment Informational Report Deadline** (available at <http://www.cde.ca.gov/re/lr/wr/documents/statetesting.doc>).

FISCAL ANALYSIS (AS APPROPRIATE)

If this waiver is approved, the LEA will be reimbursed for the costs of the CELDT, CAHSEE, or the STAR for the 2012–13 school year. Total costs are indicated on Attachment 1, and the waiver request is included as Attachment 2.

ATTACHMENT(S)

Attachment 1: Local Educational Agency Requesting a Waiver of State Testing
Apportionment Information Report Deadline (1 Page)

Attachment 2: Tamalpais Union High School District General Waiver Request
36-6-2014 (2 Pages) (Original waiver request is signed and on file in the
Waiver Office.)

Local Educational Agency Requesting a Waiver of State Testing Apportionment Information Report Deadline

Waiver Number	Local Educational Agency	Period of Request	Test Report(s) Missing	Report(s) Submitted	School Year(s)	Reimbursement Amount	Bargaining Unit, Representative Consulted, Date and Position	SSC/Advisory Committee Position
36-6-2014	Tamalpais Union High School District (for Tamalpais Union High School)	<p>Requested: December 31, 2013 to January 10, 2014</p> <p>Recommended: July 1, 2013 to December 31, 2013</p>	California English Language Development Test (CELDT)	Yes	2012-13	\$330.00	Tamalpais Teachers Federation, Aaron Pribble, President 6/4/14 Support	Tamalpais Union High School District Board of Trustees 6/25/2014 No objections
			California High School Exit Examination (CAHSEE)	Yes	2012-13	\$3,494.44		
			Standardized Testing and Reporting Program (STAR)	Yes	2012-13	\$7,052.48		

Created by the California Department of Education
June 11, 2014

California Department of Education
WAIVER SUBMISSION - General

CD Code: 2165482

Waiver Number: 36-6-2014

Active Year: 2014

Date In: 6/30/2014 9:08:25 AM

Local Education Agency: Tamalpais Union High School District
Address: 395 Doherty Dr.
Larkspur, CA 94977

Start: 12/31/2013

End: 1/10/2014

Waiver Renewal: N

Previous Waiver Number:

Previous SBE Approval Date:

Waiver Topic: State Testing Apportionment Report

Ed Code Title: STAR, CAHSEE and CELDT

Ed Code Section: CCR Title 5, Section 862(c)(2)(a), Section 1225(b)(2)(a), and Section 11517.5
(b)(1)(a)

Ed Code Authority: 33050

Ed Code or CCR to Waive: [postmarked by December 31]

Outcome Rationale: Our district missed the deadline of December 31, 2013 for submitting the Certified Apportionment Information Reports for STAR, CAHSEE and CELDT due to the fact that this school year we reorganized several district-level administrator positions, including the administrator in charge of statewide testing. As a result of this reorganization, the relevant notification for the submission of the Apportionment Reports did not go to the correct person. We submitted the report as soon as we realized the oversight, resulting in their receipt by CDE on January 9, 2014.

The district has put guidelines in place for relevant district office staff to follow so this deadline will not be missed in the future. Thank you for your consideration of our waiver request.

Student Population: 4034

City Type: Suburban

Public Hearing Date: 6/25/2014

Public Hearing Advertised: District website, flyers posted at school sites

Local Board Approval Date: 6/25/2014

Community Council Reviewed By: Tamalpais Union High School District Board of Trustees

Community Council Reviewed Date: 6/25/2014

Community Council Objection: N

Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Mr. Wesley Cedros
Position: Senior Director of Student Services
E-mail: wcedros@tamdistrict.org
Telephone: 415-945-1011
Fax:

Bargaining Unit Date: 06/04/2014
Name: Tamalpais Teachers Federation (TFT)
Representative: Aaron Prible
Title: President of TFT
Position: Support
Comments:



California State Board of Education
Meeting Agenda Items for November 13-14, 2014

WAIVER ITEM W-06



CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2014 AGENDA

General Waiver

<p>SUBJECT</p> <p>Request by Chawanakee Unified School District for a renewal waiver of California <i>Education Code</i> Section 48916.1(d) and portions of <i>Education Code</i> Section 48660, relating to the allowable grade span for a community day school.</p> <p>Waiver Number: 2-8-2014</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input checked="" type="checkbox"/> Consent</p>
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SUMMARY OF THE ISSUES

Request by Chawanakee Unified School District (USD) for a waiver for California *Education Code (EC)* Section 48916.1(d) and portions of *EC* Section 48660 to permit a community day school (CDS) to serve students in grades five and six with students in grades seven through twelve.

Authority for Waiver: *EC* Section 33050

RECOMMENDATION

Approval **Approval with conditions** **Denial**

The California Department of Education recommends approval with the condition that the Chawanakee USD CDS will serve students in grades five through twelve, instead of maintaining separate schools for grades five through six and for grades seven through twelve; however, there is no provision for a broader grade span.

SUMMARY OF KEY ISSUES

The Local Control Funding Formula (LCFF) eliminated funding for most categorical programs, including funding for Community Day Schools. However, neither LCFF nor SB 971, signed by the Governor on September 30, 2014, have had an impact on programmatic conditions of *EC* sections 48660 and 48661 associated with colocation at community day schools.

EC Section 48660 provides that a CDS may serve pupils in any of kindergarten and grades one to six, inclusive, or any of grades seven to twelve, inclusive, or the same or lesser included range of grades as may be found in any individual middle or junior high school operated by the district. *EC* Section 48916.1(d) provides for the allowable grade spans of educational services for expelled students.

The Chawanakee USD does not expect more than a small number of students to be enrolled in the CDS, which means it is not fiscally feasible to operate two CDSs, one for students up to grade six, and a second for grades seven and above. At the same time, they recognize their responsibility to ensure that educational placements are available for expelled and other high-risk students. Additionally, it is difficult to predict when and if a student in any specific grade level will need to be served in a CDS. This means that at any given time, all of the students might be in elementary grades, middle grades, high school, or any combination of these grades—just as at any time it is equally possible that no student in any one of these grade spans might be enrolled. The district does not anticipate having more than six students at a time, allowing for careful supervision and individualization of instruction. The nearest other placement option for expelled students below eighth grade is 45 miles away. In order to ensure that students receive adequate academic support despite the wider span of grades, the Chawanakee USD has committed to provide grade-level-appropriate mentor teacher support to CDS teachers who are teaching beyond their normal grade spans.

Demographic Information: The Chawanakee USD has a student population of 1,125 and is located in a rural area in Madera County.

Because this is a general waiver, if the State Board of Education (SBE) decides to deny the waiver, it must cite one of the seven reasons in EC 33051(a), available at http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=33051.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE has approved several previous waiver requests to expand the allowable grade span for a CDS to best serve its students when it was not feasible for the district to operate two separate schools. The Chawanakee USD has previously had similar waivers approved for the periods of August 30, 2010, through June 1, 2011; August 1, 2011, through November 9, 2011; and November 4, 2013, through January 15, 2014.

FISCAL ANALYSIS (AS APPROPRIATE)

There is no statewide fiscal impact of Waiver approval.

ATTACHMENT(S)

Attachment 1: Summary Table of Community Day School State Board of Education Waiver (1 page)

Attachment 2: Chawanakee Unified School District: General Waiver Request 2-8-2014 (2 pages) (Original Waiver request is signed and on file in the Waiver Office.)

Summary Table of Community Day School State Board of Education Waiver

Waiver Number	District Name, Size of District, and Local Board Approval Date	Grade Span Requested (if waiver of California Education Code [EC] sections 48660 and 48916.1[d])	Period of Request	Renewal Waiver?	If granted, this waiver will be "permanent" per EC Section 33501(b)	Certificated Bargaining Unit Name and Representative, Date of Action, and Position	Advisory Committee/Schoolsite Council Name, Date of Review and any Objections
2-8-2014	Chawanakee Unified School District (USD) 1,125 Total Students 6 Students in Community Day School (CDS) June 17, 2014	Grades five through twelve	Requested: July 1, 2014 through June 30, 2015 Recommended: July 2, 2014 through June 30, 2015	YES	NO	Chawanakee Unified Teacher's Association Kim Boatman June 6, 2014 Support	California Teacher's Association and Community Day School Advisory Committee June 9, 2014 No objections
	Conditions: The Chawanakee USD CDS will serve students in grades five through twelve, instead of maintaining separate schools for grades five through six and for grades seven through twelve; however, there is no provision for a broader grade span.						

California Department of Education
WAIVER SUBMISSION - General

CD Code: 2075606

Waiver Number: 2-8-2014

Active Year: 2014

Date In: 8/7/2014 2:47:35 PM

Local Education Agency: Chawanakee Unified School District
Address: 33030 Road 228
North Fork, CA 93643

Start: 7/1/2014

End: 6/30/2015

Waiver Renewal: Y

Previous Waiver Number: 14-10-2013-W-05 Previous SBE Approval Date: 1/15/2014

Waiver Topic: Community Day Schools (CDS)

Ed Code Title: Commingle Grade Levels

Ed Code Section: 48916.1(d) and portions of Section 48660

Ed Code Authority: 33050

Ed Code or CCR to Waive: 48660. The governing board of a school district may establish one or more community day schools for pupils who meet one or more of the conditions described in subdivision (b) of Section 48662. A community day school may serve pupils in any of kindergarten and grades [1 to 6, inclusive, or any of grades 7 to] 12, inclusive, or the same or lesser included range of grades as may be found in any individual middle or junior high school operated by the district. If a school district is organized as a district that serves kindergarten and grades 1 to 8, inclusive, but no higher grades, the governing board of the school district may establish a community day school for any [of] kindergarten and grades 1 to 8, inclusive, upon a two-thirds vote of the board. It is the intent of the Legislature, that to the extent possible, the governing board of a school district operating a community day school for any of kindergarten and grades 1 to 8, inclusive, separate younger pupils from older pupils within that community day school. Except as provided in Section 47634, a charter school may not receive funding as a community day school unless it meets all the conditions of apportionment set forth in this article.

48916.1.[(d) If the pupil who is subject to the expulsion order was expelled from any of kindergarten or grades 1 to 6, inclusive, the educational program provided pursuant to subdivision (b) shall not be combined or merged with educational programs offered to pupils in any of grades 7 to 12, inclusive. The district or county program is the only program required to be provided to expelled pupils as determined by the governing board of the school district. This subdivision, as it relates to the separation of pupils by grade levels, does not apply to community day schools offering instruction in any of kindergarten and grades 1 to 8, inclusive, and established in accordance with Section 48660.]

Outcome Rationale: The Board's rationale for this waiver is to be able to utilize the Community Day School in a wider grade span. Due to economic issue that state is in, it is necessary to combine multiple grade levels into one CDS. The district's CDS have been traditionally very small, serving 4 to 6 students at any given time. Allowing a larger grade span will not diminish the program's effectiveness. It will allow the district to be able to serve more students. Currently, expelled students in grades 4-7 would have to travel 45 miles to the county run CDS. Allowing the district this flexibility during these economic times will actually give students more education

options and not cost the district or state more money.

- With the economic pressures facing schools, currently the district is unable to fund two full programs as it has in the past. We are requesting this waiver for only one year to help bridge the financial gap we currently find ourselves in.
- With the school district being small and remote we do not anticipate having more than a 6:1 student to teacher ratio. With this ratio there is plenty of individualized instruction. There are even times when there are no students enrolled and then there are times when there are only elementary students and others when there are only high school students. With the needs being so flexible we need more flexibility in our program to serve our students.

Student Population: 1125

City Type: Rural

Public Hearing Date: 6/17/2014

Public Hearing Advertised: posted at all school sites in district and posted on district web-site

Local Board Approval Date: 6/17/2014

Community Council Reviewed By: CTA and Community Day School advisory committee

Community Council Reviewed Date: 6/9/2014

Community Council Objection: N

Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Mr. Gary Talley

Position: lead teacher

E-mail: gtalley@mychawanakee.org

Telephone: 559-877-6209 x215

Fax:

Bargaining Unit Date: 06/06/2014

Name: Chawanakee Unified Teacher's Association,

California Teacher Association and National Educational Association (CTA/NEA)

Representative: Kim Boatman

Title: President

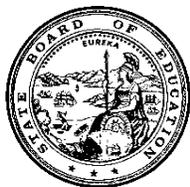
Position: Support

Comments:



California State Board of Education
Meeting Agenda Items for November 13-14, 2014

WAIVER ITEM W-07



CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2014 AGENDA

General Waiver

<p>SUBJECT</p> <p>Request by six school districts to waive <i>California Education Code</i> Section 37202, the equity length of time requirement for transitional kindergarten and kindergarten programs at the district's elementary schools.</p> <p>Waiver Numbers:</p> <ul style="list-style-type: none">Douglas City Elementary School District 4-8-2014Forestville Union Elementary School District 3-8-2014Franklin-McKinley Elementary School District 6-7-2014Harmony Union Elementary School District 9-8-2014Hermosa Beach City Elementary School District 14-6-2014Rio Elementary School District 7-7-2014	<p><input checked="" type="checkbox"/> Action</p> <p><input checked="" type="checkbox"/> Consent</p>
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SUMMARY OF THE ISSUES

Douglas City Elementary School District (DCESD), Forestville Union Elementary School District (FUESD), Franklin-McKinley Elementary School District (FMESD), Harmony Union Elementary School District (HUESD), Hermosa Beach City Elementary School District (HBCESD), and Rio Elementary School District (RESD) seek waivers of *California Education Code (EC)* Section 37202(a), the equity length of time requirement for kindergarten and transitional kindergarten (TK).

Authority for Waiver: *EC* Section 33050

RECOMMENDATION

Approval Approval with conditions Denial

The CDE recommends approval of the waiver with conditions. The DCESD, FUESD, FMESD, HUESD, HBCESD, and RESD will provide updates to DCESD, FUESD, FMESD, HUESD, HBCESD, and RESD families by December 15, 2014, explaining the waiving of *EC* Section 37202(a), allowing TK students to attend school for fewer minutes than kindergarten students. Also, the local school board will provide an agenda item at their December 2014 school board meeting explaining the waiver of *EC* Section 37202(a) and to inform the public.

SUMMARY OF KEY ISSUES

The DCESD (renewal), FUESD(renewal), FMESD, HUESD, HBCESD, and RESD are requesting to waive *EC* Section 37202(a), the equity length of time requirement for kindergarten programs. Pursuant to *EC* Section 37202, any TK program operated by a district must be of equal length to any kindergarten program operated by the same district. The DCESD, FUESD, FMESD, HUESD, HBCESD, and RESD currently offer extended-day (full day) kindergarten programs which exceeds the maximum four-hour school day (*EC* 46111 [a]). The DCESD, FUESD, FMESD, HUESD, HBCESD, and RESD are requesting flexibility in determining the length of their TK programs in order to provide a modified instructional day, curricula, and developmentally appropriate instructional practices. The DCESD, FUESD, FMESD, HUESD, HBCESD, and RESD are concerned that holding TK students in excess of the four-hour minimum school day (pursuant to *EC* 46111) is not in the best educational interest of their TK students.

Demographic Information:

DCESD has a student population of 184 and is located in a rural area in Trinity County.

FUESD has a student population of 350 and is located in a rural area in Sonoma County.

FMESD has a student population 8491 and is located in a suburban area in Santa Clara County.

HUESD has a student population of 46 and is located in a rural area in Sonoma County.

HBCESD has a student population of 1455 and is located in a suburban area in Los Angeles County.

RESD has a student population of 614 and is located in a suburban area in Los Angeles County.

Because this is a general waiver, if the SBE decides to deny the waiver, it must cite one of the seven reasons in *EC* 33051(a), available at http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=33051.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In January 2014, the State Board of Education (SBE) approved with conditions a waiver request by Escalon Unified School District and Douglas City Elementary School District to waive *EC* Section 37202, the equity length of time requirement for TK and kindergarten programs.

In 2013, the SBE approved, with conditions, waiver requests by Forestville Union Elementary School District and Harmony Union Elementary School District to waive *EC* Section 37202, the equity length of time requirement for TK and kindergarten programs. The conditions of the waivers were as follows. The local school boards provided an update to all families of FUESD and HUESD explaining the waiving of *EC* Section 37202(a), allowing TK students to attend school for fewer minutes than kindergarten students.

FISCAL ANALYSIS (AS APPROPRIATE)

Approval of this waiver would not have fiscal impact.

ATTACHMENT(S)

- Attachment 1: Information from Districts Requesting Waivers of Equity Length of Time for Transitional Kindergarten (3 pages).
- Attachment 2: Douglas City Elementary School District General Waiver Request 4-8-2014 (2 pages) (Original waiver request is signed and on file in the Waiver Office.)
- Attachment 3: Forestville Union Elementary School District General Waiver Request 3-8-2014 (2 pages) (Original waiver request is signed and on file in the Waiver Office.)
- Attachment 4: Franklin-McKinley Elementary School District General Waiver Request 6-7-2014 (2 Pages) (Original waiver request is signed and on file in the Waiver Office.)
- Attachment 5: Harmony Union Elementary School District General Waiver Request 9-8-2014 (2 Pages) (Original waiver request is signed and on file in the Waiver Office.)
- Attachment 6: Hermosa Beach City Elementary School District General Waiver Request 14-6-2014 (2 Pages) (Original waiver request is signed and on file in the Waiver Office.)
- Attachment 7: Rio Elementary School District General Waiver Request 7-7-2014 (2 pages) (Original waiver request is signed and on file in the Waiver Office.)

Information from Districts Requesting Waivers of Equity Length of Time for Transitional Kindergarten
Portions of California *Education Code* Section 37202(b)

Waiver Number	District	Period of Request	Bargaining Unit, Representatives Consulted, Date, and Position	Public Hearing and Board Approval Date	Public Hearing Advertisement	SSC/Advisory Committee Position
4-8-2014	Douglas City Elementary School District	<p>Requested: August 18, 2014, to June 30, 2015</p> <p>Recommended: August 18, 2014, to June 29, 2016</p>	DCESD does not have a Bargaining Unit.	August 13, 2014	The public hearing was posted at the school and at three public places in the community.	<p>Reviewed by the Schoolsite Council, Parent Advisory group</p> <p>May 6, 2014</p> <p>No Objection</p>
3-8-2014	Forestville Union Elementary School District	<p>Requested: July 1, 2014, to June 30, 2015</p> <p>Recommended: July 1, 2014, to June 29, 2016</p>	<p>Forestville Teacher's Association</p> <p>Ramona Robertson, President</p> <p>May 20, 2014</p> <p>Support</p>	<p>Public Hearing Date: June 19, 2014</p> <p>Board Approval Date: June 29, 2014</p>	Posted in 3 sites throughout the community, on Website, on faculty Website.	<p>Reviewed by the District Advisory Council</p> <p>May 20, 2014</p> <p>No Objection</p>

Waiver Number	District	Period of Request	Bargaining Unit, Representatives Consulted, Date, and Position	Public Hearing and Board Approval Date	Public Hearing Advertisement	SSC/Advisory Committee Position
6-7-2014	Franklin-McKinley Elementary School District	<p>Requested: July 1, 2014, to June 30, 2015</p> <p>Recommended: July 1, 2014, to June 29, 2016</p>	<p>Franklin-McKinley Education Association (FMEA)</p> <p>Scott Shulimson, President</p> <p>June 5, 2014</p> <p>Neutral</p>	June 24, 2014	The public hearing was posted at the schools and at three public places in the community.	<p>Reviewed by the District English Learner Advisory Committee</p> <p>June 5, 2014</p> <p>No Objection</p>
9-8-2014	Harmony Union Elementary School District	<p>Requested: August 21, 2014, to June 9, 2015</p> <p>Recommended: August 18, 2014, to June 29, 2016</p>	<p>California State Employees Association, Harmony #70</p> <p>Karen Lincoln, President</p> <p>May 14, 2014</p> <p>Support</p> <p>Harmony Union Teachers Association</p> <p>Heather Figueroa, President</p> <p>May 14, 2014</p> <p>Support</p>	<p>Public Hearing Date: July 16, 2014</p> <p>Board Approval Date: August 20, 2014</p>	Announcements were posted on the public bulletin board at the school, on the public bulletin board in the town of Occidental, and at the Post Office in the town of Bodega.	<p>Reviewed By: Harmony Schoolsite Council</p> <p>May 14, 2014</p> <p>No Objection</p>

Waiver Number	District	Period of Request	Bargaining Unit, Representatives Consulted, Date, and Position	Public Hearing and Board Approval Date	Public Hearing Advertisement	SSC/Advisory Committee Position
14-6-2014	Hermosa Beach City Elementary School District	<p>Requested: September 3, 2014, to June 19, 2015</p> <p>Recommended: September 3, 2014, to June 29, 2016</p>	<p>Hermosa Beach Educators Association</p> <p>Tracy Robinson, President</p> <p>March 4, 2014</p> <p>Neutral</p>	<p>Public Hearing Date: May 14, 2014</p> <p>Board Approval Date: June 11, 2014</p>	<p>District Web site and postings in District and school offices. Board agenda is also posted on the City of Hermosa Beach Web site.</p>	<p>Reviewed By: Superintendent's Advisory Council</p> <p>May 15, 2014</p> <p>No Objection</p>
7-7-2014	Rio Elementary School District	<p>Requested: July 25, 2014, to July 25, 2015</p> <p>Recommended: July 25, 2014, to June 29, 2016</p>	<p>Rio Teachers Association</p> <p>Rebecca Barbetti, President</p> <p>January 29, 2014</p> <p>Support</p>	<p>Public Hearing Date: June 11, 2014</p> <p>Board Approval Date: June 25, 2014</p>	<p>Posted flyers at each school, district office, facilities department and OSFS a week prior to board meeting. Shared the community and public hearing meeting schedule with LCAP committee, DAC, DELAC and school sites.</p>	<p>Reviewed By: District Advisory Committee</p> <p>June 13, 2014</p> <p>No Objection</p>

California Department of Education
WAIVER SUBMISSION - General

CD Code: 5371696

Waiver Number: 4-8-2014

Active Year: 2014

Date In: 8/14/2014 2:30:52 PM

Local Education Agency: Douglas City Elementary School District
Address: 100 School Rd.
Douglas City, CA 96024

Start: 8/18/2014

End: 6/30/2015

Waiver Renewal: Y

Previous Waiver Number: 4-10-2013-W-06

Previous SBE Approval Date: 1/15/2014

Waiver Topic: Equity Length of Time
Ed Code Title: Equity Length of Time
Ed Code Section: 37202
Ed Code Authority: 33050

Ed Code or *CCR* to Waive: Except if a school has been closed by order of a city or a county board of health, or of the State Board of Health, on account of contagious disease, or if the school has been closed on account of fire, flood, or other public disaster, the governing board of a school district shall maintain all of the elementary day schools established by it for an equal length of time during the school year and all of the day high schools established by it for an equal length of time.

Outcome Rationale: The District would like to continue the request to change the transitional kindergarten (TK) day from being the same length as our regular kindergarten day. We are a small rural school district with one school grades K-8 with 184 students. There are just five students in the TK program. Our kindergarten class has an extended day from 8:35 a.m. to 2:35 p.m. while TK students came last year from 8:35 a.m. to 12:35 p.m. This was a very successful schedule for both the TK students and the kindergarten students. An instructional aide is available in the morning but not the afternoon and this allows for assistance to the TK students to better meet their unique developmental needs.

Student Population: 184

City Type: Rural

Public Hearing Date: 8/13/2014

Public Hearing Advertised: The public hearing was posted at the school and at three public places in the community.

Local Board Approval Date: 8/13/2014

Community Council Reviewed By: Schoolsite Council, Parent Advisory group
Community Council Reviewed Date: 5/6/2014
Community Council Objection: N

Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Marilyn Myrick
Position: Superintendent/Principal
E-mail: mmyrick@tcoek12.org
Telephone: 530-623-6350
Fax: 530-623-3412

California Department of Education
WAIVER SUBMISSION - General

CD Code: 4970680

Waiver Number: 3-8-2014

Active Year: 2014

Date In: 8/12/2014 10:18:28 AM

Local Education Agency: Forestville Union Elementary School District
Address: 6321 Highway 116
Forestville, CA 95436

Start: 7/1/2014

End: 6/30/2015

Waiver Renewal: Y

Previous Waiver Number: 28-5-2013-W-07

Previous SBE Approval Date: 9/4/2013

Waiver Topic: Equity Length of Time
Ed Code Title: Equity Length of Time
Ed Code Section: 37202
Ed Code Authority: 33050

Ed Code or *CCR* to Waive: All students at a given grade level in a district must receive an equal length of instructional time. *EC 37202*

Outcome Rationale: The District would like to continue with our current Transitional Kindergarten Program which has been successful in meeting the needs of our students. We are asking to waive the requirements of the Transitional Kindergarten time frame in matching the same length as our regular Kindergarten day. We have a small, rural school district with 350 students, TK-8th Grade. We only have 8 eligible students for the TK Program. Our current structure has Kindergarten students attending school from 8:30 a.m. to 2:55 p.m. and TK students attending from 8:30 a.m. to 12:35 p.m., daily. Our partial day of 200 instructional minutes for TK students exceeds the State requirements for instructional minutes in Kindergarten. Teachers are better able to serve the unique development needs of the TK students by having them participate in the morning session. We provide developmentally appropriate curriculum and materials for our TK students in the regular Kindergarten classroom.

Student Population: 350

City Type: Rural

Public Hearing Date: 6/19/2014

Public Hearing Advertised: Posted in 3 sites throughout the community, on website, on faculty site.

Local Board Approval Date: 6/29/2014

Community Council Reviewed By: District Advisory Council

Community Council Reviewed Date: 5/20/2014

Community Council Objection: N

Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Phyllis Parisi
Position: Superintendent
E-mail: pparisi@forestvilleusd.org
Telephone: 707-887-9767 x7700
Fax: 707-887-2185

Bargaining Unit Date: 05/20/2014
Name: Forestville Teacher's Association
Representative: Ramona Robertson
Title: President
Position: Support
Comments:

California Department of Education
WAIVER SUBMISSION - General

CD Code: 4369450

Waiver Number: 6-7-2014

Active Year: 2014

Date In: 7/23/2014 4:10:23 PM

Local Education Agency: Franklin-McKinley Elementary School District
Address: 645 Wool Creek Dr.
San Jose, CA 95112

Start: 7/1/2014

End: 6/30/2015

Waiver Renewal: N

Previous Waiver Number:

Previous SBE Approval Date:

Waiver Topic: Equity Length of Time
Ed Code Title: Equity Length of Time
Ed Code Section: 37202(a)
Ed Code Authority: 33050

Ed Code or CCR to Waive: Request by the Franklin-McKinley School District to waive California *Education Code* Section 37202(a), the equity length of time requirement for Transitional Kindergarten students.

Outcome Rationale: Because FMSD will offer an extended-day (full day) kindergarten program beginning in the 2014-15 school year, which exceeds the maximum four-hour school day (*EC* 46110), we are requesting flexibility in determining the length of our TK programs in order to provide a modified instructional day, curricula, and developmentally appropriate instructional practices. Particularly since there is a concern that holding TK students in excess of the four-hour minimum school day (pursuant to *ES* 48911) is not in the best educational interest of TK students. The TK program would have the same schedule as the regular A.M. or P.M. kindergarten program.

Student Population: 8491

City Type: Suburban

Public Hearing Date: 6/24/2014

Public Hearing Advertised: The public hearing was posted at the schools and at three public places in the community.

Local Board Approval Date: 6/24/2014

Community Council Reviewed By: District English Learner Advisory Committee (DELAC)
Community Council Reviewed Date: 6/5/2014
Community Council Objection: N
Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Carla Haakma
Position: Director of State and Federal Projects and Assessm
E-mail: carla.haakma@fmsd.org
Telephone: 408-283-6053
Fax: 408-283-6482

Bargaining Unit Date: 06/05/2014
Name: Franklin-McKinley Education Association (FMEA)
Representative: Scott Shulimson
Title: President
Position: Neutral
Comments:

**California Department of Education
WAIVER SUBMISSION - Specific**

CD Code: 4970730

Waiver Number: 9-8-2014

Active Year: 2014

Date In: 8/21/2014 2:14:41 PM

Local Education Agency: Harmony Union Elementary School District
Address: 1935 Bohemian Hwy.
Occidental, CA 95465

Start: 8/21/2014

End: 6/9/2015

Waiver Renewal: Y

Previous Waiver Number: 72-1-2013

Previous SBE Approval Date: 5/7/2013

Waiver Topic: Equity Length of Time
Ed Code Title: Equity Length of Time
Ed Code Section: 37202
Ed Code Authority: 33050

Ed Code or CCR to Waive: [the governing board of a school district shall maintain all of the elementary day schools established by it for equal length of time during the school year]

Outcome Rationale: *Education Code 37202(a)* calls for all kindergarten and transitional kindergarten classes to have the same number of instructional minutes. Because of the tender age of the transitional kindergarten children a full day is not considered appropriate for our TK children. The school day for our TK students is 190 minutes, 180 days per year. The regular kindergarten is 320 minutes per day, 180 days per year. This schedule was followed using the waiver process in school year 2013-2014 with complete support of parents, unions, and school site council.

Student Population: 46

City Type: Rural

Public Hearing Date: July 16, 2014

Public Hearing Advertised: July 11, 2014. Announcements were posted on the public bulletin board at the school, on the public bulletin board in the town of Occidental, and at the Post Office in the town of Bodega.

Local Board Approval Date: 8/20/2014

Community Council Reviewed By: Harmony Schoolsite Council, Nikki Hesse, President
Community Council Reviewed Date: May 14, 2014
Community Council Objection: None. Unanimous approval.
Community Council Objection Explanation: N/A

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Dr. Stephen Collins
Position: Superintendent
E-mail: scollins37@harmony.k12.ca.us
Telephone: 707-874-1205
Fax: 707-874-1226

Bargaining Unit Date: 05/14/2014
Name: California State Employees Association, Harmony #70
Representative: Karen Lincoln
Title: President
Position: Support
Comments:

Bargaining Unit Date: 05/14/2014
Name: Harmony Union Teachers Association
Representative: Heather Figueroa
Title: President
Position: Support
Comments:

California Department of Education
WAIVER SUBMISSION - General

CD Code: 1964600

Waiver Number: 14-6-2014

Active Year: 2014

Date In: 6/12/2014 12:30:44 PM

Local Education Agency: Hermosa Beach City Elementary School District
Address: 1645 Valley Dr.
Hermosa Beach, CA 90254

Start: 9/3/2014

End: 6/19/2015

Waiver Renewal: N

Previous Waiver Number:

Previous SBE Approval Date:

Waiver Topic: Equity Length of Time

Ed Code Title: Equity Length of Time

Ed Code Section: 37202

Ed Code Authority: 33050

Ed Code or CCR to Waive: (a) Except if a school has been closed by order of a city or a county board of health, or of the State Board of Health, on account of contagious disease, or if the school has been closed on account of fire, flood, or other public disaster, the governing board of a school district shall maintain all of the [elementary day schools established by it for an equal length of time during the school year] and all of the day high schools established by it for an equal length of time during the school year. (b) Notwithstanding subdivision (a), a school district that is implementing an early primary program, pursuant to Chapter 8(commencing with Section 8970) of Part 6, may maintain kindergarten classes at different school sites within the district for different lengths of time during the school day.

Outcome Rationale: The District would like to change the transitional kindergarten (TK) day from being the same length as our regular kindergarten day. We have a small suburban 1,455 student, Kinder through 8th grade school district, housed in 2 school sites. Last year, had only had three students eligible for a TK program. We have a current structure that has kindergarten students coming to school from 8:40 a.m. to 2:20 p.m. This year, we have 26 students with a TK class of 24 and the other 2 students are in one regular Kinder class. The current Kindergarten schedule is 8:40 am to 2:20 pm everyday except Wednesday, when the hours are 8:40 am to 1:20 pm. Early enrollment shows next year's number could be higher. Our District is experiencing a shortage of classrooms. The District is developing a long range facility plan to address this issue, but not in time to address space problems for next year. The District wants run AM hours for its TK students, 8:30 to 11:50 and 12 pm to 3:20 pm for the PM students. On Wednesday only, PM kinder will be 9:30 to 12:50 with 2 teachers and an aide in each classroom if AM and PM Kinder classes share a single classroom.

Student Population: 1455

City Type: Suburban

Public Hearing Date: 5/14/2014

Public Hearing Advertised: District website and postings in District and school offices. Board agenda is also posted on the City of Hermosa Beach website.

Local Board Approval Date: 6/11/2014

Community Council Reviewed By: Superintendent's Advisory Council

Community Council Reviewed Date: 5/15/2014

Community Council Objection: N

Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Angela Martin Jones

Position: Business Manager

E-mail: ajones@hbcasd.org

Telephone: 310-937-5877 x234

Fax: 310-376-4974

Bargaining Unit Date: 3/4/14

Name: Hermosa Beach Educators Association (HBEA)

Representative: Tracy Robinson

Title: Union President

Position: Neutral

Comments: None

California Department of Education
WAIVER SUBMISSION - General

CD Code: 5672561

Waiver Number: 7-7-2014

Active Year: 2014

Date In: 7/25/2014 10:02:57 AM

Local Education Agency: Rio Elementary School District
Address: 2500 East Vineyard Ave.
Oxnard, CA 93036

Start: 7/25/2014

End: 7/25/2015

Waiver Renewal: N

Previous Waiver Number:

Previous SBE Approval Date:

Waiver Topic: Equity Length of Time
Ed Code Title: Equity Length of Time
Ed Code Section: 37202
Ed Code Authority: 37202

Ed Code or CCR to Waive: 37202

(a) Except if a school has been closed by order of a city or a county board of health, or of the State Board of Health, on account of contagious disease, or if the school has been closed on account of fire, flood, or other public disaster, the governing board of a school district shall maintain all of the [elementary day schools established by it for an equal length of time during the school year] and all of the day high schools established by it for an equal length of time during the school year.

(b) Notwithstanding subdivision (a), a school district that is implementing an early primary program, pursuant to Chapter 8 (commencing with Section 8970) of Part 6, may maintain kindergarten classes at different school sites within the district for different lengths of time during the school day.

Outcome Rationale:

1. The addition of full-day kindergarten will provide teachers the time needed to meet the developmentally based instructional needs that encompass all curricular areas, including visual and performing arts and physical education, as outlined in the state adopted curriculum frameworks.
2. Given that Transitional Kindergarten is intended to be the first of a two-year kindergarten experience, the district feels that the current instructional day of 260 minutes meets the educational needs of its youngest students and that increasing the instructional day to a full-day model is not in the best interest of those students enrolled in Transitional Kindergarten.

3. Given the small number of students eligible for Transitional Kindergarten (currently 61) and the transition to a district-wide full-day Traditional Kindergarten, it would limit the district's ability to concurrently provide both comprehensive instruction to both Transitional Kindergarten and Traditional Kindergarten students at selected sites, which offer Transitional Kindergarten.
4. Lastly, with the current structure of the District's Transitional Kindergarten Program, held in the first half of the instructional day, which allows for students to participate in intervention in reading along with their kindergarten peers. The structure will ensure that both transitional and traditional kindergarten students are fully prepared to meet the academic rigor required by the Common Core State Standards.

Student Population: 614

City Type: Suburban

Public Hearing Date: 6/11/2014

Public Hearing Advertised: Posted a flyer at each school, district office, facilities department and OSFS a week prior to board meeting. We shared the community and public hearing meeting schedule with LCAP committee, DAC, DELAC and school sites.

Local Board Approval Date: 6/25/2014

Community Council Reviewed By: District Advisory Committee

Community Council Reviewed Date: 6/13/2014

Community Council Objection: N

Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Mr. Jeff Turner

Position: Asst. Superintendent Educational Services

E-mail: jturner@rioschools.org

Telephone: 805-485-3111 x6605

Fax: 805-988-1599

Bargaining Unit Date: 01/29/2014

Name: Rio Teachers Association

Representative: Rebecca Barbetti

Title: Union President

Position: Support

Comments: Kindergarten Equity of Time was a key element included in the district's Local Control Accountability Plan.



California State Board of Education
Meeting Agenda Items for November 13-14, 2014

WAIVER ITEM W-08



CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2014 AGENDA

General Waiver

<p>SUBJECT</p> <p>Request by five school districts to waive California <i>Education Code</i> sections specific to statutory provisions for the sale or lease of surplus property.</p> <p>Waiver Numbers:</p> <ul style="list-style-type: none">Alhambra Unified School District 12-8-2014El Segundo Unified School District 14-8-2014Jurupa Unified School District 5-7-2014Orcutt Union Elementary School District 6-8-2014William S. Hart Union High School District 10-8-2014	<p><input checked="" type="checkbox"/> Action</p> <p><input checked="" type="checkbox"/> Consent</p>
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SUMMARY OF THE ISSUES

The Alhambra Unified School District (USD) and El Segundo USD are requesting a waiver of *Education Code (EC)* sections 17473 and 17474, and portions of sections 17466, 17472, and 17475 which will allow the districts to lease properties using a “request for proposal” process, that will provide the most benefit to the districts.

The Jurupa USD is requesting a waiver of *EC* sections 17473 and 17474, and portions of sections 17455, 17466, 17468, 17469, 17470, 17472, and 17475 which will allow the district to sell a piece of property using a “request for proposal” process, that will provide the most benefit to the district.

The Orcutt Union Elementary School District (ESD) and William S. Hart Union High School District (HSD) are requesting a waiver of *EC* sections 17473 and 17474, and portions of sections 17455, 17466, 17468, 17469, 17472, 17475, 17476, and 17478 which will allow the districts to sell or lease properties using a “request for proposal” process, that will provide the most benefit to the districts.

Authority for Waiver: *EC* Section 33050

RECOMMENDATION

Approval Approval with conditions Denial

The California Department of Education recommends approval with the following conditions: that the proposals the Alhambra USD, El Segundo USD, Jurupa USD, Orcutt Union ESD, and William S. Hart Union HSD governing boards determine to be most desirable shall be selected within 30 to 60 days of the public meeting when the

proposals are received, and the reasons for those determinations shall be discussed in public session and included in the minutes of the meeting.

Additionally, districts that acquired property with funding from the State Allocation Board (SAB) and did not meet specific criteria in Section 17462.3 may be subject to a reduction in the funds received from the SAB.

SUMMARY OF KEY ISSUES

Under the provisions of *EC* sections 33050 through 33053, the districts are requesting that specific portions of the *EC* relating to the sale or lease of surplus property be waived.

The Alhambra USD states that it will maximize its return on the lease of the property to the greatest extent possible. The district is requesting that the requirement of sealed proposals and the oral bidding process be waived allowing the district to negotiate with selected proposers to enter into a lease agreement that provides the most benefit to the district. Previously, the district requested a waiver for the lease of this surplus property using the "request for proposals" (RFP) process, but was not successful. The district now believes it can obtain better proposals due to changing market conditions.

The Alhambra USD is requesting the lease of a piece of real property located at 15 West Alhambra Road, Alhambra, California. The property is known as the Scanlon Center site and contains two buildings. One of the buildings is currently being used by a Special Education Local Plan Area (SELPA) with students and the other building is vacant. The SELPA has not yet determined if they will stay on the site. If the SELPA remains on the property the district will include language in the lease agreement that will address complete separation, right access, and safety issues. If the SELPA does not remain on the site the district will negotiate a lease of both buildings.

The El Segundo USD states that it will maximize its return on the lease of the property to the greatest extent possible. The district is requesting that the requirement of sealed proposals and the oral bidding process be waived allowing the district to negotiate with selected proposers to enter into a lease agreement that provides the most benefit to the district. Previously, the district requested a waiver for the lease of this surplus property using the RFP process, but was not successful. The district states that offering the property for lease through an RFP with updated terms followed by further negotiations will allow more flexibility and produce a better outcome.

The El Segundo USD is requesting the lease of the former Imperial Elementary School. This property is approximately 5.56 acres of land located at 540 East Imperial Avenue, El Segundo, California. The district states that the school was closed in 1975. In 1979 this property was declared surplus and was leased to Hughes Aircraft Company as an employee training facility until 1997. From 1997 until 2008 the Los Angeles County Office of Education used the property as a special education school. In 2008 the district's Advisory Committee recommended that the property be developed as a Senior Housing Community with Multi-Family Residential Component. The district worked with the City of El Segundo to re-zone the property to be developed as senior housing and multi-family residential and will lease the property for this purpose.

The Jurupa USD states that it will maximize its return on the sale of the property to the greatest extent possible. The district is requesting that the requirement of sealed proposals and the oral bidding process be waived allowing the district to market the property based on current sales and market conditions.

The Jurupa USD is requesting the sale of a piece of real property. The 12.13 acre site is the former Limonite site, located on Limonite Avenue, Jurupa, California. The site was originally acquired for purposes of constructing and operating as a K–8 school but has not been used by the district as a school facility but has remained vacant and unimproved. The property was declared surplus in 2013.

The Orcutt Union ESD states that it will maximize its return on the lease of the property to the greatest extent possible. The district is requesting that the requirement of sealed proposals and the oral bidding process be waived allowing the district to market the property using an RFP process.

The Orcutt Union ESD is requesting the lease of a piece of real property for use as senior housing. The 9.53 acre site is the former Orcutt Key Site 17, located at the intersection of W. Rice Ranch Road and Dyer Street in Orcutt, California. The site was originally acquired for purposes of constructing a primary school but has remained vacant and unimproved. In 2006 the district retained a consultant to provide an Asset Management Plan. As a result of the study it was recommended by the consultant and eventually the 7-11 Committee to surplus the site. It was also determined by an appraisal and the 7-11 Committee that the highest and best use of the property would be for senior housing.

The William S. Hart Union HSD states that it needs to maximize the sale of the properties to the greatest extent possible in order to purchase an alternative administrative site. The district is requesting that the requirement of sealed proposals and the oral bidding process be waived allowing the district to negotiate the sale of the properties with prospective buyers.

The William S. Hart Union HSD is requesting the sale of two pieces of real property located in Santa Clarita, California. One property is located at 21515 Centre Pointe Parkway and the other is located at 26308 Spirit Court. Both properties were used for administrative purposes which resulted in inefficiency in the district's administrative operations. Currently the district leases, with an option to purchase, a larger building that allows the district's entire administrative staff to be housed together. The selling of the properties will allow the district to purchase an administrative office building.

Demographic Information:

Alhambra USD has a student population of 17,500 and is located in an urban area in Los Angeles County.

El Segundo USD has a student population of 3,400 and is located in an urban area in Los Angeles County.

Jurupa USD has a student population of 19,240 and is located in a suburban area in Riverside County.

Orcutt Union ESD has a student population of 5,145 and is located in a suburban area in Santa Barbara County.

William S. Hart Union HSD has a student population of 22,796 and is located in a suburban area in Los Angeles County.

Because this is a general waiver, if the SBE decides to deny the waiver, it must cite one of the seven reasons in EC 33051(a), available at http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=33051.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE has approved all previous waivers regarding the bidding process and the sale or lease of surplus property. The districts are requesting to waive the same or similar provisions for the sale or lease of surplus property.

FISCAL ANALYSIS (AS APPROPRIATE)

The flexibility in property disposition requested herein will allow the Alhambra USD to maximize revenue. The applicant district will financially benefit from the lease of the property.

The flexibility in property disposition requested herein will allow the El Segundo USD to maximize revenue. The applicant district will financially benefit from the lease of the property.

The flexibility in property disposition requested herein will allow the Jurupa USD to maximize revenue. The applicant district will financially benefit from the sale of the property.

The flexibility in property disposition requested herein will allow the Orcutt ESD to maximize revenue. The applicant district will financially benefit from the lease of the property.

The flexibility in property disposition requested herein will allow the William S. Hart Union HSD to maximize revenue. The applicant district will financially benefit from the sale of the properties.

ATTACHMENT(S)

Attachment 1: Summary Table (2 pages)

Attachment 2: Alhambra Unified School District General Waiver Request 12-8-2014 (4 pages). (Original waiver request is signed and on file in the Waiver Office.)

Attachment 3: El Segundo Unified School District General Waiver Request 14-8-2014 (5 pages). (Original waiver request is signed and on file in the Waiver Office.)

Attachment 4: Jurupa Unified School District General Waiver Request 5-7-2014 (5 pages). (Original waiver request is signed and on file in the Waiver Office.)

Attachment 5: Orcutt Union Elementary School District General Waiver Request 6-8-2014 (7 pages). (Original waiver request is signed and on file in the Waiver Office.)

Attachment 6: William S. Hart Union High School District General Waiver Request 10-8-2014 (6 pages). (Original waiver request is signed and on file in the Waiver Office.)

Information from Districts Requesting Waivers of Sale or Lease of Surplus Property

Waiver Number	School District	Property	Period of Request	Local Board Approval Date	Public Hearing Date	Bargaining Unit, Representatives Consulted, Date, and Position	Advisory Committee Consulted
12-8-2014	Alhambra Unified	Scanlon Center Site	<p>Requested: September 3, 2014, to September 3, 2015</p> <p>Recommended: September 3, 2014, to September 3, 2015</p>	August 26, 2014	August 26, 2014	Alhambra Teachers Association (ATA), August 21, 2014 Roz Collier, President Support	7/11 Committee, August 26, 2014 No objections
14-8-2014	El Segundo Unified	Imperial Elementary School	<p>Requested: November 1, 2014, to November 1, 2016</p> <p>Recommended: November 1, 2014, to October 30, 2016</p>	August 26, 2014	August 26, 2014	El Segundo Teachers Association (ESTA), August 13, 2014 Daphne Moote, President Support	Community Council, August 13, 2014 No objections
5-7-2014	Jurupa Unified	Limonite K-8 School Site	<p>Requested: July 21, 2014, to July 1, 2017</p> <p>Recommended: July 21, 2014, to July 19, 2016</p>	June 16, 2014	June 16, 2014	California School Employees Association (CSEA), May 23, 2014 Diana Strona, President Support National Education Association – Jurupa (NEA-Jurupa), May 22, 2014 Raeann Magnon, President Support	District Advisory Council (DAC), June 12, 2014 No objections District English Learner Advisory Council (DELAC) June 12, 2014 No objections

Waiver Number	School District	Property	Period of Request	Local Board Approval Date	Public Hearing Date	Bargaining Unit, Representatives Consulted, Date, and Position	Advisory Committee Consulted
6-8-2014	Orcutt Union ESD	Orcutt Key Site 17	<p>Requested: November 10, 2014, to November 10, 2016</p> <p>Recommended: November 10, 2014, to November 8, 2016</p>	August 20, 2014	August 20, 2014	<p>California School Employees Association, Chapter 255 (CSEA), August 8, 2014 Richard Jensen, President Neutral</p> <p>Orcutt Educator's Association (OEA), August 8, 2014 Monique Segura, President Neutral</p>	<p>Real Property Advisory Committee August 13, 2014 No objections</p>
10-8-2014	William S. Hart Union HSD	21515 Centre Pointe Parkway (Administration) 26308 Spirit Court (Administration)	<p>Requested: November 10, 2014, to November 10, 2016</p> <p>Recommended: November 10, 2014, to November 8, 2016</p>	August 20, 2014	August 20, 2014	<p>California School Employees Association, Chapter 349 (CSEA), July 29, 2014 Kelly Janney, Chapter President 349 Support</p> <p>Hart District Teachers Association (HDTA), July 29, 2014 Jayme Allsman, President Support</p>	<p>Surplus Property Advisory Committee (SPAC) August 20, 2014 No objections</p>

California Department of Education
WAIVER SUBMISSION - General

CD Code: 1975713

Waiver Number: 12-8-2014

Active Year: 2014

Date In: 8/28/2014 4:58:04 PM

Local Education Agency: Alhambra Unified School District
Address: 1515 West Mission Rd.
Alhambra, CA 91803

Start: 9/3/2014

End: 9/3/2015

Waiver Renewal: N

Previous Waiver Number: Previous SBE Approval Date:

Waiver Topic: Sale or Lease of Surplus Property
Ed Code Title: Lease of Surplus Property
Ed Code Section: 17466, 17472, 17473, 17474, 17475
Ed Code Authority: 33050

Ed Code or *CCR* to Waive: *EC 17466*. Before ordering the sale or lease of any property the governing board, in a regular open meeting, by a two-thirds vote of all its members, shall adopt a resolution, declaring its intention to sell or lease the property, as the case may be. The resolution shall describe the property proposed to be sold or leased in such manner as to identify it [and shall specify the minimum price or rental and the terms upon which it will be sold or leased and the commission, or rate thereof, if any, which the board will pay to a licensed real estate broker out of the minimum price or rental. The resolution shall fix a time not less than three weeks thereafter for a public meeting of the governing board to be held at its regular place of meeting, at which sealed proposals to purchase or lease will be received and considered.] .

Rationale: The purpose of this request is to allow the District to waive the sealed proposal requirement of the *Education Code* and use an alternative procedure for the lease of a portion of the Scanlon Center site (the "Property"). Specifically, the District desires to lease the Property via an alternative "Request for Proposals" ("RFP") process, in which the District seeks proposals and negotiates with selected proposers to enter into a lease agreement that provides the most benefit to the District. The deleted language indicates that the District must pass a resolution setting a time by which the District will open all sealed bids for the Property. Since the District will not be conducting a bid process, and cannot predict the timing of the RFP process and its subsequent negotiations with proposers, it cannot at the time of adopting the resolution contemplated by Section 17466 know when proposals must be brought back to the governing board for consideration. After passing a resolution that authorizes the District to go forward with the RFP process, the District intends to solicit proposals for the Property and bring proposals to the governing board to consider the approval of a sale.

EC 17472. At the time and place fixed in the resolution for the meeting of the governing body, all [sealed] proposals which have been received shall, in public session, [be opened], examined, and declared by the board. [Of the proposals submitted [which conform to all terms and conditions specified in the resolution of intention to sell or to lease and] which are made by

responsible bidders, the proposal is the highest, after deducting therefrom the commission, if any, to be paid a licensed real estate broker in connection therewith, shall be finally accepted, unless a higher oral bid is accepted or the board rejects all bids].

Rationale: The purpose of this request is to allow the District to waive the sealed proposal requirement of the *Education Code* and use an alternative procedure for the lease of a portion of the Scanlon Center site (the "Property"). Specifically, the District desires to lease the Property via an alternative "Request for Proposals" ("RFP") process, in which the District seeks proposals and negotiates with selected proposers to enter into a lease agreement that provides the most benefit to the District. The deleted language requires the District to obtain sealed bids and select the highest bid. The District is seeking a waiver to allow it to seek proposals and negotiate with interested parties to select the proposal that best meets the needs of the District. The District may select a proposal that offers a lower price but agrees to lease terms that are more beneficial to the District. Thus, the District seeks to eliminate the language which requires it to lease to the highest bidder.

EC 17473. WAIVE ENTIRE SECTION [Before accepting any written proposal, the board shall call for oral bids. If, upon the call for oral bidding, any responsible person offers to purchase the property or to lease the property, as the case may be, upon the terms and conditions specified in the resolution, for a price or rental exceeding by at least 5 percent, the highest written proposal, after deducting the commission, if any, to be paid a licensed real estate broker in connection therewith, then the oral bid which is the highest after deducting any commission to be paid a licensed real estate broker, in connection therewith, which is made by a responsible person, shall be finally accepted. Final acceptance shall not be made, however, until the oral bid is reduced to writing and signed by the offeror.]

Rationale: The purpose of this request is to allow the District to waive the sealed proposal requirement of the *Education Code* and use an alternative procedure for the lease of a portion of the Scanlon Center site (the "Property"). Specifically, the District desires to lease the Property via an alternative "Request for Proposals" ("RFP") process, in which the District seeks proposals and negotiates with selected proposers to enter into a lease agreement that provides the most benefit to the District. The deleted language relates to the bid process and allows school districts to accept oral bids at the bid hearing. The District will not be accepting bids or conducting a bid hearing but instead will accept proposals and negotiate with interested parties. Thus, the District will not need or accept oral bids.

EC 17474. WAIVE ENTIRE SECTION [In the event of a sale on a higher oral bid to a purchaser procured by a licensed real estate broker, other than the broker who submitted the highest written proposal, and who is qualified as provided in Section 17468 of this code, the board shall allow a commission on the full amount for which the sale is confirmed. One-half of the commission on the amount of the highest written proposal shall be paid to the broker who submitted it, and the balance of the commission on the purchase price to the broker who procured the purchaser to whom the sale was confirmed.]

Rationale: The purpose of this request is to allow the District to waive the sealed proposal requirement of *Education Code* and use an alternative procedure for the lease of a portion of the Scanlon Center site (the "Property"). Specifically, the District desires to lease the Property via an alternative "Request for Proposals" ("RFP") process, in which the District seeks proposals and negotiates with selected proposers to enter into a lease agreement that provides the most

benefit to the District. The deleted language relates to the bid process and allows school districts to accept oral bids at the bid hearing. The District will not be accepting bids or conducting a bid hearing but instead will accept proposals and negotiate with interested parties. Thus, the District will not need or accept oral bids.

EC 17475. The final acceptance by the governing body may be made [either at the same session or] at any [adjourned session of the same] meeting [held within the 10 days [next] following].

Rationale: The purpose of this request is to allow the District to waive the sealed proposal requirement of *Education Code* and use an alternative procedure for a portion of the Scanlon Center site (the "Property"). Specifically, the District desires to lease the Property via an alternative "Request for Proposals" ("RFP") process, in which the District seeks proposals and negotiates with selected proposers to enter into a lease agreement that provides the most benefit to the District. The deleted language indicates that a school district's governing board shall accept the highest bid at the bid hearing or within the next 10 days. The District will not conduct a bid hearing but instead will engage in negotiations with any party submitting a proposal in response to the RFP. Once the negotiations end, and the District identifies the best proposal, the District's Board will accept the proposal. Thus, the language in this Section requiring the board to accept a bid on the bid date or within 10 days does not apply to the RFP process.

Outcome Rationale: The Alhambra Unified School District ("District") owns approximately 2.02 acres of land located at 15 West Alhambra Road, Alhambra, California 91801, which property is known generally as a portion of the Scanlon Center site ("Property"). The Property is not used for school purposes. The District's governing Board declared the Property surplus and decided to lease the Property pursuant to *Education Code* section 17466 et seq. which requires school districts leasing property to conduct a formal bid hearing process in which the school district solicits bids and then enters into a lease agreement with the winning bidder. For the Property, the District previously sought and received a waiver from the State Board of Education which allowed the District to solicit proposal through an alternative Request for Proposals ("RFP") procedure. After accepting and reviewing proposals received pursuant to the RFP procedure, the District did not accept any proposals because none of the proposers met the needs of the District. Because of changing market conditions, the District now desires to solicit new proposals through an updated RFP, as described below, for the lease of the Property.

As with the previous waiver, the District seeks a waiver of certain portions of the lease procedure set forth in *Education Code* section 17466 et seq. This RFP process will allow the District to maximize its return on the lease of the Property to the greatest extent possible. The District anticipates that the location and certain qualities of the Property will make it extremely attractive to potential lessees through the RFP process. Even though the District's previous RFP did not produce a satisfactory proposal, the District believes it can obtain better proposals due to changing market conditions. Further, the District will revise the RFP based on the feedback it received from the prior process to obtain the best proposals possible.

In the current real estate market climate, a bid auction scenario is unlikely to attract serious and capable lessees to this Property. The District needs the ability to be flexible and work with potential lessees to create a valuable package. A waiver from the surplus property requirements will allow the District to do this. The District will work to develop a strategic plan

for advertising and marketing the Property in order to solicit proposals from potential lessees interested in the Property.

The lease of the Property with the RFP process will allow the District to continue to provide a high-quality educational experience for its students. The District will work closely with legal counsel to ensure that the process by which the Property is leased is fair and open. As indicated above, such a process will produce a better result than a bid auction for both the District and the community.

Student Population: 17500

City Type: Urban

Public Hearing Date: 8/26/2014

Public Hearing Advertised: The District's Board Agenda was posted on the doors of the District's office building and online.

Local Board Approval Date: 8/26/2014

Community Council Reviewed By: School Board: Robert Gin, Adele Andrade-Stadler, Pat Rodriguez-Mackintosh and Jane Anderson

Community Council Reviewed Date: 8/26/2014

Community Council Objection: N

Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Mr. Stephen McLoughlin

Position: Attorney for District

E-mail: smcloughlin@aalrr.com

Telephone: 562-653-3821

Fax:

Bargaining Unit Date: 08/21/2014

Name: Alhambra Teachers Association

Representative: Roz Collier

Title: ATA President

Position: Support

Comments:

California Department of Education
WAIVER SUBMISSION - General

CD Code: 1964535

Waiver Number: 14-8-2014

Active Year: 2014

Date In: 8/29/2014 4:29:55 PM

Local Education Agency: El Segundo Unified School District
Address: 641 Sheldon St.
El Segundo, CA 90245

Start: 11/1/2014

End: 11/1/2016

Waiver Renewal: N

Previous Waiver Number: 2-12-2012-W-06 Previous SBE Approval Date: 3/14/2014

Waiver Topic: Sale or Lease of Surplus Property
Ed Code Title: Lease of Surplus Property
Ed Code Section: 17466, 17472, 17473, 17474 and 17475
Ed Code Authority: 33050

Ed Code or *CCR* to Waive: *EC 17466*. Before ordering the sale or lease of any property the governing board, in a regular open meeting, by a two-thirds vote of all its members, shall adopt a resolution, declaring its intention to sell or lease the property, as the case may be. The resolution shall describe the property proposed to be sold or leased in such manner as to identify it [and shall specify the minimum price or rental and the terms upon which it will be sold or leased and the commission, or rate thereof, if any, which the board will pay to a licensed real estate broker out of the minimum price or rental. The resolution shall fix a time not less than three weeks thereafter for a public meeting of the governing board to be held at its regular place of meeting, at which sealed proposals to purchase or lease will be received and considered.].

Rationale: The purpose of this request is to allow the District to waive the sealed proposal requirement of *Education Code* and use an alternative procedure for the lease of a portion of the Imperial site (the "Property"). Specifically, the District desires to lease the Property via an alternative "Request for Proposals" ("RFP") process, in which the District seeks proposals and negotiates with selected proposers to enter into a lease agreement that provides the most benefit to the District. The deleted language indicates that the District must pass a resolution setting a time by which the District will open all sealed bids for the Property. Since the District will not be conducted a bid process, and cannot predict the timing of the RFP process and its subsequent negotiations with proposers, it cannot at the time of adopting the resolution contemplated by Section 17466 know when proposals must be brought back to the governing board for consideration. After passing a resolution that authorizes the District to go forward with the RFP process, the District intends to solicit proposals for the Property and bring proposals to the governing board to consider the approval of a sale.

EC 17472. At the time and place fixed in the resolution for the meeting of the governing body, all [sealed] proposals which have been received shall, in public session, [be opened], examined, and declared by the board. [Of the proposals submitted [which conform to all terms and conditions specified in the resolution of intention to sell or to lease and] which are made by

responsible bidders, the proposal is the highest, after deducting therefrom the commission, if any, to be paid a licensed real estate broker in connection therewith, shall be finally accepted, unless a higher oral bid is accepted or the board rejects all bids].

Rationale: The purpose of this request is to allow the District to waive the sealed proposal requirement of *Education Code* and use an alternative procedure for the lease of a portion of the Imperial site (the "Property"). Specifically, the District desires to lease the Property via an alternative "Request for Proposals" ("RFP") process, in which the District seeks proposals and negotiates with selected proposers to enter into a lease agreement that provides the most benefit to the District. The deleted language requires the District to obtain sealed bids and select the highest bid. The District is seeking a waiver to allow it to seek proposals and negotiate with interested parties to select the proposal that best meets the needs of the District. The District may select a proposal that offers a lower price but agrees to lease terms that are more beneficial to the District. Thus, the District seeks to eliminate the language which requires it to lease to the highest bidder.

EC 17473. WAIVE ENTIRE SECTION [Before accepting any written proposal, the board shall call for oral bids. If, upon the call for oral bidding, any responsible person offers to purchase the property or to lease the property, as the case may be, upon the terms and conditions specified in the resolution, for a price or rental exceeding by at least 5 percent, the highest written proposal, after deducting the commission, if any, to be paid a licensed real estate broker in connection therewith, then the oral bid which is the highest after deducting any commission to be paid a licensed real estate broker, in connection therewith, which is made by a responsible person, shall be finally accepted. Final acceptance shall not be made, however, until the oral bid is reduced to writing and signed by the offeror.]

Rationale: The purpose of this request is to allow the District to waive the sealed proposal requirement of *Education Code* and use an alternative procedure for the lease of a portion of the Imperial site (the "Property"). Specifically, the District desires to lease the Property via an alternative "Request for Proposals" ("RFP") process, in which the District seeks proposals and negotiates with selected proposers to enter into a lease agreement that provides the most benefit to the District. The deleted language relates to the bid process and allows school districts to accept oral bids at the bid hearing. The District will not be accepting bids or conducting a bid hearing but instead will accept proposals and negotiate with interested parties. Thus, the District will not need or accept oral bids.

EC 17474. WAIVE ENTIRE SECTION [In the event of a sale on a higher oral bid to a purchaser procured by a licensed real estate broker, other than the broker who submitted the highest written proposal, and who is qualified as provided in Section 17468 of this code, the board shall allow a commission on the full amount for which the sale is confirmed. One-half of the commission on the amount of the highest written proposal shall be paid to the broker who submitted it, and the balance of the commission on the purchase price to the broker who procured the purchaser to whom the sale was confirmed.]

Rationale: The purpose of this request is to allow the District to waive the sealed proposal requirement of *Education Code* and use an alternative procedure for the lease of a portion of the Imperial site (the "Property"). Specifically, the District desires to lease the Property via an alternative "Request for Proposals" ("RFP") process, in which the District seeks proposals and negotiates with selected proposers to enter into a lease agreement that provides the most

benefit to the District. The deleted language relates to the bid process and allows school districts to accept oral bids at the bid hearing. The District will not be accepting bids or conducting a bid hearing but instead will accept proposals and negotiate with interested parties. Thus, the District will not need or accept oral bids.

EC 17475. The final acceptance by the governing body may be made [either at the same session or] at any [adjourned session of the same] meeting [held within the 10 days [next] following].

Rationale: The purpose of this request is to allow the District to waive the sealed proposal requirement of *Education Code* and use an alternative procedure for a portion of the Imperial site (the "Property"). Specifically, the District desires to lease the Property via an alternative "Request for Proposals" ("RFP") process, in which the District seeks proposals and negotiates with selected proposers to enter into a lease agreement that provides the most benefit to the District. The deleted language indicates that a school district's governing board shall accept the highest bid at the bid hearing or within the next 10 days. The District will not conduct a bid hearing but instead will engage in negotiations with any party submitting a proposal in response to the RFP. Once the negotiations end, and the District identifies the best proposal, the District's Board will accept the proposal. Thus, the language in this Section requiring the board to accept a bid on the bid date or within 10 days does not apply to the RFP process.

Outcome Rationale: Desired Outcome/ Rationale

The El Segundo Unified School District desires to have the requested *Education Code* sections waived because the waiver of these sections will allow the District to maximize its return on the lease of the Property to the greatest extent possible. The District anticipates that the location and certain qualities of the Property will make it extremely attractive to potential lessees; however, the District's past experience with offering to public agencies and the Property's current entitled state indicate that such a process will not allow the District to take advantage of the potential of the Property. Thus, the District would like to lease the Property via an alternative process, including a Request for Proposals ("RFP") process followed by negotiation of a suitable ground lease based upon a selected RFP proposal.

The Property

The District owns approximately 5.56 acres of land located at 540 East Imperial Avenue, El Segundo, California 90245 ("Property"). The Property was formerly a school site known as the District's Imperial Elementary School, which was closed in 1975. The Property was declared surplus in 1979. Starting in 1984 it was used as an employee training facility for the Hughes Aircraft Company. From 1997 to 2008, it was used by the Los Angeles County Office of Education for special education school. Since 2008 the Property has been vacant. The District convened an Advisory Committee to advise on the future disposition of the Property. This Advisory Committee held six meetings between March 19, 2008 and its noticed public hearing and meeting on May 19, 2008. Based on the Advisory Committee's recommendation, the District pursued entitlements for the Property, which resulted in a Specific Plan and Development Agreement with the City of El Segundo for the Property to be developed as Senior Housing Community with Multi-Family Residential (R-3) Component. The District's Board then declared the Property surplus and authorized the lease of the Property in its newly entitled state.

Offers to Public Agencies and Public Benefit Non-Profit Organizations and to the Public through an RFP Process.

On March 24, 2009 the District adopted and approved a resolution approving the District's Advisory Committee's recommendations to lease the Property, declaring the Property surplus, and authorizing the offer of the entire Property for lease pursuant to California law. The District offered the entire Property for lease to public agencies pursuant to the surplus property procedures set forth in *Education Code* sections 17464-17465 and 17485 et seq. and to public benefit non-profit organizations pursuant to *Education Code* section 17464. At the end of 2012 the District sought a CDE waiver and received a waiver in 2013. The District solicited proposals and entered into negotiations with a potential lessee, but was unable to reach an agreement.

Therefore, despite good faith efforts, the District was not able to lease the Property to any public agencies or public benefit non-profit organizations through the public notices and was also not able to lease the Property through the RFP process.

Proposed Process for Leasing the Property

The District desires to be able to lease the Property through an RFP process that has been adapted to address lessons the District has learned from its previous offers. Based on previous experience, consultations with experts, and on its knowledge of the surrounding community, the District has concluded that offering the Property for lease through an RFP with updated terms, followed by further negotiations, will allow more flexibility and produce a better outcome.

A bid auction scenario is not able to attract serious and capable lessees to this Property. The District needs the ability to be flexible and work with potential lessees to create a valuable package, especially given the unique entitlements on this Property. A waiver from the surplus property bid auction requirements will allow the District to do this. The District will work to develop a strategic plan for advertising and marketing the Property in order to solicit proposals from potential lessees interested in the Property.

Conclusion

The lease of the Property will allow the District to continue to provide a high-quality educational experience for its students. The District will work closely with legal counsel to ensure that the process by which the Property is leased is fair and open. As indicated above, such a process will produce a better result than a bid auction for both the District and the community.

Student Population: 3400

City Type: Urban

Public Hearing Date: 8/26/2014

Public Hearing Advertised: Notice was posted in the District's Brown Act area and published in the Daily Breeze on August 16, 2014.

Local Board Approval Date: 8/26/2014

Community Council Reviewed By: District's property advisory committee, Stephanie Burns, Alfredo Perez, Chris Powell, Ali Rabiei, Mike Rotolo, Chris Sherrill, Kim Thoman, Tim Truax, and Superintendent Melissa Moore

Community Council Reviewed Date: 8/13/2014

Community Council Objection: N

Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Mr. Stephen McLoughlin

Position: Legal Counsel for District

E-mail: smcloughlin@aalrr.com

Telephone: 562-653-3821

Fax:

Bargaining Unit Date: 08/13/2014

Name: El Segundo Teachers Association

Representative: Daphne Moote

Title: President

Position: Support

Comments:

California Department of Education
WAIVER SUBMISSION - General

CD Code: 3367090

Waiver Number: 5-7-2014

Active Year: 2014

Date In: 7/22/2014 5:57:57 PM

Local Education Agency: Jurupa Unified School District
Address: 4850 Pedley Rd.
Jurupa Valley, CA 92509

Start: 7/21/2014

End: 7/1/2017

Waiver Renewal: N

Previous Waiver Number: Previous SBE Approval Date:

Waiver Topic: Sale or Lease of Surplus Property
Ed Code Title: Sale of Surplus Property
Ed Code Section: 17455-17478
Ed Code Authority: 33050

Ed Code or CCR to Waive: STATUTORY LANGUAGE REQUESTED WAIVED

The Jurupa Unified School District respectfully requests a waiver from further compliance with the following stricken provisions of the Education Code with respect to the former Limonite K-8 School Site:

Education Code § 17455

The governing board of any school district may sell any real property belonging to the school district or may lease for a term not exceeding 99 years, any real property, together with any personal property located thereon, belonging to the school district which is not or will not be needed by the district for school classroom buildings at the time of delivery of title or possession. The sale or lease may be made without first taking a vote of the electors of the district[, and shall be made in the manner provided by this article].

Rationale: The language indicating that the sale of the property is to be made in the manner provided by this article is to be waived since the District is asking that several provisions of the article be waived and consequently, the sale will not be made in the manner provided in Article 4.

Education Code § 17466

Before ordering the sale or lease of any property the governing board, in a regular open meeting, by a two-thirds vote of all its members, shall adopt a resolution, declaring its intention to sell or lease the property, as the case may be. The resolution shall describe the property proposed to be sold or leased in such manner as to identify it [and shall specify the minimum price or rental and the terms upon which it will be sold or leased] and the commission, or rate thereof, if any, which the board will pay to a licensed real estate broker[out of the minimum price or rental. The resolution shall fix a time not less than three weeks thereafter for a public meeting of the governing board to be held at its regular place of meeting, at which sealed proposals to purchase or lease will be received and considered.]

Rationale: The stricken language to be waived provides for the governing board to establish a minimum price and receive sealed proposals for the purchase of the property at an identified meeting of the District's governing board. The District is requesting that the requirement of sealed proposals to purchase the property be waived, allowing the District to negotiate the sale of the former Limonite K-8 School Site with an interested purchaser. As the District cannot predict in advance the timing of negotiations with interested purchasers, it cannot at the time of adopting the resolution contemplated by this Section 17466 know when proposals must be brought back to the governing board for consideration. The District intends to utilize the services of a broker to advertise and solicit proposals for the purchase of the former Limonite K-8 School Site, and bring proposals to the governing board when necessary to consider the approval of a sale.

Education Code § 17468.

If, in the discretion of the board, it is advisable to offer to pay a commission to a licensed real estate broker who is instrumental in obtaining any proposal, the commission shall be specified in the resolution. No commission shall be paid unless there is contained in or with the [sealed] proposal [or stated in or with the oral bid,] which is finally accepted, the name of the licensed real estate broker to whom it is to be paid, and the amount or rate thereof. Any commission shall, however, be paid only out of money received by the board from the sale or rental of the real property.

Rationale: The stricken language to be waived provides for the District to receive sealed proposals and oral bids to purchase the property at an identified meeting of the District's governing board. The District is requesting that the requirement of sealed proposals and oral bidding to purchase the property be waived, allowing the District to negotiate the sale of the former Limonite K-8 School Site with an interested purchaser.

Education Code § 17469.

Notice of the adoption of the resolution[and of the time and place of holding the meeting] shall be given by posting copies of the resolution signed by the board or by a majority thereof in three public places in the district[, not less than 15 days before the date of the meeting,] and by publishing the notice not less than once a week for three successive weeks [before the meeting] in a newspaper of general circulation published in the county in which the district or any part thereof is situated, if any such newspaper is published therein.

Rationale: The stricken language to be waived assumes that the Board would be setting a specific meeting to receive proposals for the purchase of the former Limonite K-8 School Site. Such a requirement, however, will be removed pursuant to the language stricken within Education Code Section 17466. As modified, the District would still be required to provide notice of its adoption of a resolution of intent to sell the property, but the posting of that resolution and notice in a newspaper would no longer be tied to an established date to receive proposals.

Education Code § 17470.

(a) The governing board of a school district that intends to sell real property pursuant to this article shall take reasonable steps to ensure that the former owner from whom the district acquired the property receives notice [of the public meeting prescribed by Section 17466,] in writing, by certified mail[, at least 60 days prior to the meeting].

(b) The governing board of a school district shall not be required to accord the former owner the right to purchase the property at the tentatively accepted highest bid price nor to offer to sell the property to the former owner at the tentatively accepted highest bid price.

Rationale: The stricken language to be waived assumes that the Board would be setting a specific meeting to receive proposals for the purchase of the former Limonite K-8 School Site. Such a requirement, however, will be removed pursuant to the language stricken within Education Code Section 17466. As modified, the District would still be required to take reasonable steps to provide notice to the former owner, but the provision of such notice would no longer be tied to an established date to receive proposals.

Education Code 17472.

[At the time and place fixed in the resolution for the meeting of the governing body, a]All [sealed] proposals which have been received shall, in public session, be [opened,]examined, and declared by the board. Of the proposals submitted which conform to all terms and conditions specified in the resolution of intention to sell or to lease and which are made by responsible bidders, the proposal which is the highest, after deducting therefrom the commission, if any, to be paid a licensed real estate broker in connection therewith, shall be finally accepted, unless a higher oral bid is accepted or the board rejects all bids.

Rationale: The stricken language to be waived provides for the District to receive and open sealed proposals and oral bids to purchase the property at an identified meeting of the District's governing board. The District is requesting that the requirement of sealed proposals and oral bidding to purchase the property be waived, allowing the District to negotiate the sale of the former Limonite K-8 School Site with an interested purchaser.

Education Code § 17473.

[Before accepting any written proposal, the board shall call for oral bids. If, upon the call for oral bidding, any responsible person offers to purchase the property or to lease the property, as the case may be, upon the terms and conditions specified in the resolution, for a price or rental exceeding by at least 5 percent, the highest written proposal, after deducting the commission, if any, to be paid a licensed real estate broker in connection therewith, then the oral bid which is the highest after deducting any commission to be paid a licensed real estate broker, in connection therewith, which is made by a responsible person, shall be finally accepted. Final acceptance shall not be made, however, until the oral bid is reduced to writing and signed by the offeror.]

Rationale: The entire section is to be waived because the District, in negotiating an agreement to sell the former Limonite K-8 School Site, will not be accepting oral bids.

Education Code § 17474.

[In the event of a sale on a higher oral bid to a purchaser procured by a licensed real estate broker, other than the broker who submitted the highest written proposal, and who is qualified as provided in Section 17468 of this code, the board shall allow a commission on the full amount for which the sale is confirmed. One-half of the commission on the amount of the highest written proposal shall be paid to the broker who submitted it, and the balance of the commission on the purchase price to the broker who procured the purchaser to whom the sale was confirmed.]

Rationale: The entire section is to be waived because the District, in negotiating an agreement to sell the former Limonite K-8 School Site, will not be accepting oral bids.

Education Code § 17475.

The final acceptance by the governing body may be made either at the same session or at any adjourned session [of the same meeting held within the 10 days next following].

Outcome Rationale:

Rationale: Modification of the section would remove the requirement that the governing board accept a proposal at the same meeting received, and would instead allow the governing board to consider proposals received and, as desired and appropriate, direct further negotiation.

The Jurupa Unified School District complied with the surplus property requirements set forth in the Education Code in an effort to sell the former Limonite K-8 School Site. Such efforts were unsuccessful, and thus, given current market conditions and the location of the property, the District desires to utilize more standard commercial real estate practices to dispose of the property—including the use of a broker to advertise and market the property for a negotiated sale, rather than sale at an auction.

Student Population: 19240

City Type: Suburban

Public Hearing Date: 6/16/2014

Public Hearing Advertised: Publication in a newspaper, specifically the The Riverside County Records on 5/29/2014 and The Press Enterprise 5/30/2014

Local Board Approval Date: 6/16/2014

Community Council Reviewed By: District Advisory Council (DAC) and District English Learner Advisory Council (DELAC)

Community Council Reviewed Date: 6/12/2014

Community Council Objection: N

Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Paula Ford

Position: Assistant Superintendent, Business Services

E-mail: pford@jUSD.k12.ca.us

Telephone: 951-360-4157

Fax: 951-360-4163

Bargaining Unit Date: 05/23/2014
Name: California School Employees Association
Representative: Diana Strona
Title: CSEA Jurupa President
Position: Support
Comments:

Bargaining Unit Date: 05/22/2014
Name: National Education Association-Jurupa
Representative: Raeann Magnon
Title: NEA-Jurupa President
Position: Support
Comments:

California Department of Education
WAIVER SUBMISSION - General

CD Code: 4269260

Waiver Number: 6-8-2014

Active Year: 2014

Date In: 8/21/2014 7:45:30 AM

Local Education Agency: Orcutt Union Elementary School District
Address: 500 Dyer St.
Orcutt, CA 93455

Start: 11/10/2014

End: 11/10/2016

Waiver Renewal: N

Previous Waiver Number: Previous SBE Approval Date:

Waiver Topic: Sale or Lease of Surplus Property

Ed Code Title: Lease of Surplus Property

Ed Code Section: 17455, 17457, 17461(a), 17466, 17468, 17469, 17471, 17472, 17473, 17474,
17475, 17476, 17477, 17478

Ed Code Authority: 33050

Ed Code or CCR to Waive: See Attachment #1

Outcome Rationale: See Attachment #2

Student Population: 5145

City Type: Suburban

Public Hearing Date: 8/20/2014

Public Hearing Advertised: Santa Maria Times, OUSD Website, Orcutt Union School District
Office

Local Board Approval Date: 8/20/2014

Community Council Reviewed By: Real Property Advisory Committee

Community Council Reviewed Date: 8/13/2014

Community Council Objection: N

Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Marysia Ochej
Position: Assistant Superintendent, Business Services
E-mail: mochej@orcutt-schools.net
Telephone: 805-938-8917
Fax: 805-938-8919

Bargaining Unit Date: 08/08/2014
Name: California School Employees Association, Chapter #255
Representative: Richard Jensen
Title: President
Position: Neutral
Comments:

Bargaining Unit Date: 08/08/2014
Name: Orcutt Educator's Association
Representative: Monique Segura
Title: President
Position: Neutral
Comments:

Attachment 1

STATUTORY LANGUAGE REQUESTED WAIVED

The Orcutt Union School District (“District”) respectfully requests a waiver from further compliance with the following stricken provisions of the Education Code with respect to the proposed lease of District land to be developed and used as senior-citizen housing (“Land”):

Education Code § 17455

“The governing board of any school district may sell any real property belonging to the school district or may lease for a term not exceeding 99 years, any real property, together with any personal property located thereon, belonging to the school district which is not or will not be needed by the district for school classroom buildings at the time of delivery of title or possession. The sale or lease may be made without first taking a vote of the electors of the district[, and shall be made in the manner provided by this article].”

The District respectfully requests this waiver because it is seeking to avoid a public auction so that it may lease the Land to be developed as housing for senior citizens. The waiver requested in this section ensures that the District need not comply with the below-listed public auction statutes.

Education Code § 17466

“Before ordering the sale or lease of any property the governing board, in a regular open meeting, by a two-thirds vote of all its members, shall adopt a resolution, declaring its intention to sell or lease the property, as the case may be. The resolution shall describe the property proposed to be sold or leased in such manner as to identify it [and shall specify the minimum price or rental and the terms upon which it will be sold or leased] and the commission, or rate thereof, if any, which the board will pay to a licensed real estate broker [out of the minimum price or rental. The resolution shall fix a time not less than three weeks thereafter for a public meeting of the governing board to be held at its regular place of meeting, at which sealed proposals to purchase or lease will be received and considered].”

The language proposed to be waived requires the District to establish a minimum price and receive sealed proposals for the lease of the Land at an identified meeting of the District’s Board of Trustees. The District is requesting that the requirement of sealed proposals to purchase the Land be waived, allowing the District to negotiate the lease of the Land with interested parties. As the District cannot predict in advance the timing of negotiations with interested parties, it cannot at the time of adopting the resolution contemplated by this Section 17466 know when proposals must be brought back to the Board of Trustees for consideration. The District may utilize the services of a broker to advertise and solicit proposals for the lease of the Properties, and bring proposals to the Board of Trustees when necessary to consider the approval of a lease.

Education Code § 17468

“If, in the discretion of the board, it is advisable to offer to pay a commission to a licensed real estate broker who is instrumental in obtaining any proposal, the commission shall be specified

in the resolution. No commission shall be paid unless there is contained in or with the [sealed] proposal [or stated in or with the oral bid], which is finally accepted, the name of the licensed real estate broker to whom it is to be paid, and the amount or rate thereof. Any commission shall, however, be paid only out of money received by the board from the sale or rental of the real property.”

The language proposed to be waived requires the District to receive sealed proposals and oral bids to lease the Land at an identified meeting of the District’s Board of Trustees. The District is requesting that the requirement of sealed proposals and oral bidding to lease the Land be waived, allowing the District to negotiate the lease of the Land with interested parties.

Education Code § 17469

“Notice of the adoption of the resolution [and of the time and place of holding the meeting] shall be given by posting copies of the resolution signed by the board or by a majority thereof in three public places in the district[, not less than 15 days before the date of the meeting, and by publishing the notice not less than once a week for three successive weeks before the meeting in a newspaper of general circulation published in the county in which the district or any part thereof is situated, if any such newspaper is published therein].”

The language proposed to be waived assumes that the District would be setting a specific meeting to receive proposals for the lease of the Land. Such a requirement, however, will be removed pursuant to the language stricken within Education Code Section 17466. As modified, the District would still be required to post notice of its adoption of a resolution of intent to lease the Land, but would not have to incur the unnecessary expense of publishing such a notice in a newspaper.

Education Code § 17472

“[At the time and place fixed in the resolution for the meeting of the governing body,] all [sealed] proposals which have been received shall[, in public session,] be [opened,] examined[, and declared] by the board. [Of the proposals submitted which conform to all terms and conditions specified in the resolution of intention to sell or to lease and which are made by responsible bidders,] the proposal which is the highest[, after deducting therefrom the commission, if any, to be paid a licensed real estate broker in connection therewith,] shall be finally accepted, [unless a higher oral bid is accepted] or the board rejects all [bids].”

The language proposed to be waived requires the District to receive and open sealed proposals and oral bids to lease the Land at an identified meeting of the District’s Board of Trustees. The District is requesting that the requirement of sealed proposals and oral bidding to lease the Land be waived, allowing the District to negotiate the lease of the Land with interested parties. As modified, the District would be allowed to consider and accept/reject any such proposal through an open or closed session meeting, as the District may do for any normal real property transaction under the Ralph M. Brown Act (Government Code sections 54950-54963.)

Education Code § 17473

“[Before accepting any written proposal, the board shall call for oral bids. If, upon the call for oral bidding, any responsible person offers to purchase the property or to lease the property, as the

case may be, upon the terms and conditions specified in the resolution, for a price or rental exceeding by at least 5 percent, the highest written proposal, after deducting the commission, if any, to be paid a licensed real estate broker in connection therewith, then the oral bid which is the highest after deducting any commission to be paid a licensed real estate broker, in connection therewith, which is made by a responsible person, shall be finally accepted. Final acceptance shall not be made, however, until the oral bid is reduced to writing and signed by the offeror.]”

The District respectfully requests this waiver because it is seeking to avoid a public auction so that it may lease the Land to be developed as housing for senior citizens. This waiver removes references to the public auction or the auction process.

Education Code § 17474

“[In the event of a sale on a higher oral bid to a purchaser procured by a licensed real estate broker, other than the broker who submitted the highest written proposal, and who is qualified as provided in Section 17468 of this code, the board shall allow a commission on the full amount for which the sale is confirmed. One-half of the commission on the amount of the highest written proposal shall be paid to the broker who submitted it, and the balance of the commission on the purchase price to the broker who procured the purchaser to whom the sale was confirmed.]”

The District respectfully requests this waiver because it is seeking to avoid a public auction so that it may lease the Land to be developed as housing for senior citizens. This waiver removes references to the public auction or the auction process.

Education Code § 17475

“The final acceptance by the governing body may be made [either at the same session or] at any [adjourned] session [of the same meeting held within the 10 days next following].”

Modification of this Section 17475 would remove the requirement that the District’s Board of Trustees accept a proposal at the same meeting received, and would instead allow the Board of Trustees to consider proposals received and, as desired and appropriate, direct further negotiation.

Education Code § 17476

“The governing body may [at the session], if it deems such action to be for the best public interest, [reject any and all bids, either written or oral, and] withdraw the property from sale or lease.”

The District respectfully requests this waiver because it is seeking to avoid public auctions so that it may enter into direct negotiations to lease the Land. This waiver removes references to the public auction or the auction process, but retains the District’s right to withdraw the Land from lease, if necessary.

Education Code § 17478

“Any resolution of acceptance [of any bid] made by the governing body authorizes and directs the president of the governing body, or other presiding officer, or the members thereof, to execute a deed or lease and to deliver it upon performance and compliance by the purchaser or lessee of all the terms or conditions of his or her contract to be performed concurrently therewith.”

The District respectfully requests this waiver because it is seeking to avoid a public auction so that it may lease the Land to be developed as housing for senior citizens. This waiver removes references to the public auction or the auction process.

Attachment 2

The Orcutt Union School District retained a consultant to provide an Asset Management Plan in June of 2006. Asset management programs, as applied to California School Districts, review alternative uses of vacant, underutilized, or non-performing district sites. As a result of the study it was recommended by the consultant and eventually a community 7-11 committee to surplus 9.53 acres (located on Orcutt Key Site 17) of land that was originally meant for a primary school. The highest and best use of the property according to an appraisal and subsequently the 7-11 committee is senior housing.

For the last seven years the district has been working with the Santa Barbara County Planning Department along with the Planning Commission and upon their recommendation, on February 11, 2014, the Santa Barbara County Board of Supervisors voted unanimously to certify the Final Subsequent Environmental Impact Report and approve an amendment to the Orcutt Community Plan to modify the zoning and standards for Key Site 17, which would allow for a senior housing project

The Orcutt Union School District in summary seeks to waive the provision requiring the District to conduct a formal bid hearing process in which the District solicits bids and then enters into a lease agreement with the winning bidder. Instead, the District desires to lease the property via an alternative "Request for Proposal" (RFP) process, in which the District seeks proposals and negotiates with selected proposers to enter into a lease agreement that provides the most benefit to the District. This RFP process will allow the District to maximize its return on the lease of the Property to the greatest extent possible while still being able to work with the County of Santa Barbara and the community to assure development standards that are compatible to the Orcutt community. The District anticipates that the location and qualities of the property will make it extremely attractive to potential lessees through the RFP process.

In the current real estate market climate and the unique requirements of the Santa Barbara Planning Department, a bid auction scenario is unlikely to attract serious and capable lessees to this property. The District needs the ability to be flexible and work with potential lessee's to create a valuable package. A waiver from the surplus property requirements will allow the District to do this. The District will work to develop a strategic plan for advertising and marketing the Property in order to solicit proposals from potential lessees interested in the property.

The lease of the Property with the RFP will allow the District more options to continue to provide a high-quality educational experience for its students. The District will work closely with legal counsel to ensure that the process by which the Property is leased is fair and open. As indicated above, such a process will produce superior results as an alternative to a bid auction for both the district and the community.

California Department of Education
WAIVER SUBMISSION - General

CD Code: 1965136

Waiver Number: 10-8-2014

Active Year: 2014

Date In: 8/21/2014 3:37:49 PM

Local Education Agency: William S. Hart Union High School District
Address: 21380 Centre Pointe Pkwy.
Santa Clarita, CA 91350

Start: 11/10/2014

End: 11/10/2016

Waiver Renewal: N

Previous Waiver Number: Previous SBE Approval Date:

Waiver Topic: Sale or Lease of Surplus Property

Ed Code Title: Sale of Surplus Property

Ed Code Section: 17455, 17461(a), 17466, 17468 through 17470, 17472-17478

Ed Code Authority: 33050(a)

Ed Code or CCR to Waive: SEE ATTACHED

Outcome Rationale: The William S. Hart Union High School District ("District") has attempted to sell its surplus real properties located at 21515 Centre Pointe Parkway in the City of Santa Clarita, California, and identified as Los Angeles County Assessor Parcel No. 2836-015-900, and 26308 Spirit Court in the City of Santa Clarita, California, and identified as Los Angeles County Assessor Parcel Nos. 2836-070-900 and -901 (collectively "Properties"). The District has complied with the surplus property statutes in the *Education Code*. To date, and after three auction attempts, the District has not received any bids for the Properties. The District respectfully requests a waiver from certain surplus property statutes, or portions thereof, to allow the District to directly negotiate the sale of the Properties with buyers. This will save the District time and money, and will allow the District to sell the Properties, which is needed to purchase alternative administrative sites.

Student Population: 22796

City Type: Suburban

Public Hearing Date: 8/20/2014

Public Hearing Advertised: By public posting and by publishing the Notice of Hearing in an appropriate newspaper.

Local Board Approval Date: 8/20/2014

Community Council Reviewed By: Surplus Property Advisory Committee

Community Council Reviewed Date: 8/20/2014

Community Council Objection: N

Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Mr. Benjamin Rodriguez
Position: Chief Operations Officer
E-mail: brodriguez@hartdistrict.org
Telephone: 661-259-0033 x252
Fax: 661-287-1984

Bargaining Unit Date: 07/29/2014
Name: California School Employees Assoc., Chapter 349
Representative: Kelly Janney
Title: Chapter President 349
Position: Support
Comments:

Bargaining Unit Date: 07/29/2014
Name: Hart District Teachers Association
Representative: Jayme Allsman
Title: President
Position: Support
Comments:

Attachment

STATUTORY LANGUAGE REQUESTED WAIVED

The William S. Hart Union High School District (“District”) owns two surplus real properties located at 21515 Centre Pointe Parkway in the City of Santa Clarita, California, and identified as Los Angeles County Assessor Parcel No. 2836-015-900 (“Former District Office”), and 26308 Spirit Court in the City of Santa Clarita, California, and identified as Los Angeles County Assessor Parcel Nos. 2836-070-900 and -901 (“Spirit Court Building”) (Former District Office and Spirit Court Building are collectively the “Properties”).

Over the years, the District has grown significantly. Because of the growth, the Former District Office could not accommodate all of the District’s administrative staff. A maintenance and warehouse facility was also utilized (the Spirit Court Building) to house part of the administrative staff. This resulted in inefficiency in the District’s administrative operations.

To remedy this problem, the District began a search for a larger administration facility and designated the Former District Office and the Spirit Court Building as surplus. Currently, the District leases, with an option to purchase, a larger building that allows the District’s entire administrative staff to be housed together. The District respectfully requests a waiver from the below-listed statutes so that they may sell the Properties to purchase this new administrative building or another adequately sized administrative building.

Regarding the sale of the Properties, the District has already fully complied with the surplus property statutes in the Education Code. On or about February 19, 2014, the District approved Resolutions of Intention to Sell the Properties, which set a public meeting for April 23, 2014, to consider bids. The District did not receive any bids. On or about May 7, 2014, the District approved Resolutions of Intention to Sell the Properties, which set a public meeting for June 18, 2014, to consider bids. The District did not receive any bids. On June 18, 2014, the District approved Resolutions of Intention to Sell the Properties, which set a public meeting for July 16, 2014, to consider bids. The District did not receive any bids. On August 6, 2014, the District approved Resolutions of Intention to Sell the Properties, which set a public meeting for September 3, 2014, to consider bids. The District did not receive any bids.

To date, and after at least four auction attempts, the District has not received any bids for the Properties. Waiver from certain surplus property statutes, or portions thereof, will allow the District to maximize the District’s opportunity to secure a sale. This will allow the District to directly negotiate the sale of the Properties with prospective buyers. This will save the District time and money, and will allow the District to sell the Properties, which is needed to purchase the alternative administrative sites.

Under the surplus property statutes, a minimum price must be set by the Governing Board and the District is not able to negotiate the price. This process has not been successful after four attempts. The William S. Hart Union High School District (“District”) respectfully requests a waiver from further compliance with the following stricken provisions of the Education Code regarding the proposed sales of the Properties:

Education Code § 17455

“The governing board of any school district may sell any real property belonging to the school district or may lease for a term not exceeding 99 years, any real property, together with any personal property located thereon, belonging to the school district which is not or will not be needed by the district for school classroom buildings at the time of delivery of title or possession. The sale or lease may be made without first taking a vote of the electors of the district[, and shall be made in the manner provided by this article].”

The District respectfully requests this waiver because it is seeking to avoid future public auctions so that it may enter into direct negotiations with a purchaser and sell the Properties. This waiver removes references to the public auction or the auction process.

Education Code § 17466

“Before ordering the sale or lease of any property the governing board, in a regular open meeting, by a two-thirds vote of all its members, shall adopt a resolution, declaring its intention to sell or lease the property, as the case may be. The resolution shall describe the property proposed to be sold or leased in such manner as to identify it [and shall specify the minimum price or rental and the terms upon which it will be sold or leased] and the commission, or rate thereof, if any, which the board will pay to a licensed real estate broker [out of the minimum price or rental. The resolution shall fix a time not less than three weeks thereafter for a public meeting of the governing board to be held at its regular place of meeting, at which sealed proposals to purchase or lease will be received and considered].”

The language proposed to be waived requires the District to establish a minimum price and receive sealed proposals for the purchase of the Properties at an identified meeting of the District’s Governing Board. The District is requesting that the requirement of sealed proposals to purchase the Properties be waived, allowing the District to negotiate the sale of the Properties with interested purchasers. As the District cannot predict in advance the timing of negotiations with interested purchasers, it cannot at the time of adopting the resolution contemplated by this Section 17466 know when proposals must be brought back to the Governing Board for consideration. The District may utilize the services of a broker to advertise and solicit proposals for the purchase of the Properties, and bring proposals to the Governing Board when necessary to consider the approval of a sale.

Education Code § 17468

“If, in the discretion of the board, it is advisable to offer to pay a commission to a licensed real estate broker who is instrumental in obtaining any proposal, the commission shall be specified in the resolution. No commission shall be paid unless there is contained in or with the [sealed] proposal [or stated in or with the oral bid], which is finally accepted, the name of the licensed real estate broker to whom it is to be paid, and the amount or rate thereof. Any commission shall, however, be paid only out of money received by the board from the sale or rental of the real property.”

The language proposed to be waived requires the District to receive sealed proposals and oral bids to purchase the Properties at an identified meeting of the District’s governing board. The District is requesting that the requirement of sealed proposals and oral bidding to purchase the

property be waived, allowing the District to negotiate the sale of the Properties with interested purchasers.

Education Code § 17469

“Notice of the adoption of the resolution [and of the time and place of holding the meeting] shall be given by posting copies of the resolution signed by the board or by a majority thereof in three public places in the district[, not less than 15 days before the date of the meeting, and by publishing the notice not less than once a week for three successive weeks before the meeting in a newspaper of general circulation published in the county in which the district or any part thereof is situated, if any such newspaper is published therein].”

The language proposed to be waived assumes that the District would be setting a specific meeting to receive proposals for the purchase of the Properties. Such a requirement, however, will be removed pursuant to the language stricken within Education Code Section 17466. As modified, the District would still be required to post notice of its adoption of a resolution of intent to sell the Properties, but would not have to incur the unnecessary expense of publishing such a notice in a newspaper.

Education Code § 17472

“[At the time and place fixed in the resolution for the meeting of the governing body,] all [sealed] proposals which have been received shall[, in public session,] be [opened,] examined[, and declared] by the board. [Of the proposals submitted which conform to all terms and conditions specified in the resolution of intention to sell or to lease and which are made by responsible bidders,] the proposal which is the highest[, after deducting therefrom the commission, if any, to be paid a licensed real estate broker in connection therewith,] shall be finally accepted,[unless a higher oral bid is accepted] or the board rejects all [bids].”

The language proposed to be waived requires the District to receive and open sealed proposals and oral bids to purchase the Properties at an identified meeting of the District's Governing Board. The District is requesting that the requirement of sealed proposals and oral bidding to purchase the Properties be waived, allowing the District to negotiate the sale of the Properties with interested purchases. As modified, the District would be allowed to consider and accept/reject any such proposal through an open or closed session meeting, as the District may do for any normal real property transaction under the Ralph M. Brown Act (Government Code sections 54950-54963.)

Education Code § 17473

“[Before accepting any written proposal, the board shall call for oral bids. If, upon the call for oral bidding, any responsible person offers to purchase the property or to lease the property, as the case may be, upon the terms and conditions specified in the resolution, for a price or rental exceeding by at least 5 percent, the highest written proposal, after deducting the commission, if any, to be paid a licensed real estate broker in connection therewith, then the oral bid which is the highest after deducting any commission to be paid a licensed real estate broker, in connection therewith, which is made by a responsible person, shall be finally accepted. Final acceptance shall not be made, however, until the oral bid is reduced to writing and signed by the offeror.]”

The District respectfully requests this waiver because it is seeking to avoid future public auctions so that it may enter into direct negotiations with a purchaser and sell the Properties. This waiver removes references to the public auction or the auction process.

Education Code § 17474

“[In the event of a sale on a higher oral bid to a purchaser procured by a licensed real estate broker, other than the broker who submitted the highest written proposal, and who is qualified as provided in Section 17468 of this code, the board shall allow a commission on the full amount for which the sale is confirmed. One-half of the commission on the amount of the highest written proposal shall be paid to the broker who submitted it, and the balance of the commission on the purchase price to the broker who procured the purchaser to whom the sale was confirmed.]”

The District respectfully requests this waiver because it is seeking to avoid future public auctions so that it may enter into direct negotiations with a purchaser and sell the Properties. This waiver removes references to the public auction or the auction process.

Education Code § 17475

“The final acceptance by the governing body may be made [either at the same session or] at any [adjourned] session [of the same meeting held within the 10 days next following].”

Modification of this Section 17475 would remove the requirement that the District’s Governing Board accept a proposal at the same meeting received, and would instead allow the Governing Board to consider proposals received and, as desired and appropriate, direct further negotiation.

Education Code § 17476

“The governing body may [at the session], if it deems such action to be for the best public interest, [reject any and all bids, either written or oral, and] withdraw the property from sale or lease.”

The District respectfully requests this waiver because it is seeking to avoid future public auctions so that it may enter into direct negotiations with a purchaser and sell the Properties. This waiver removes references to the public auction or the auction process, but retains the District’s right to withdraw the Properties from sale, if necessary.

Education Code § 17478

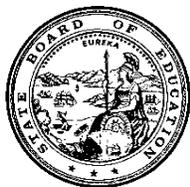
“Any resolution of acceptance [of any bid] made by the governing body authorizes and directs the president of the governing body, or other presiding officer, or the members thereof, to execute a deed or lease and to deliver it upon performance and compliance by the purchaser or lessee of all the terms or conditions of his or her contract to be performed concurrently therewith.”

The District respectfully requests this waiver because it is seeking to avoid future public auctions so that it may enter into direct negotiations with a purchaser and sell the Properties. This waiver removes references to the public auction or the auction process.



California State Board of Education
Meeting Agenda Items for November 13-14, 2014

WAIVER ITEM W-09



CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2014 AGENDA

General Waiver

<p>SUBJECT</p> <p>Request by Inglewood Unified School District to waive portions of California <i>Education Code</i> Section 5091, which will allow the board of trustees to make a provisional appointment to a vacant board position past the 60-day statutory deadline.</p> <p>Waiver Number: 13-8-2014</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input checked="" type="checkbox"/> Consent</p>
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SUMMARY OF THE ISSUES

California *Education Code* (*EC*) Section 5091 requires a governing board to make a provisional appointment or order an election to fill a vacancy within 60 days of the vacancy. *EC* Section 5091 further requires the county superintendent of schools (county superintendent) to order an election to fill the vacancy if the board does not take action within 60 days. Approval of this waiver request removes the 60-day limit and gives the Inglewood Unified School District (USD) additional time to make an appointment.

In 2012, the governing board of the Inglewood USD determined that it had insufficient funds to meet its obligations and requested an emergency apportionment loan. As a condition for receiving this loan from the state, the California State Superintendent of Public Instruction has assumed "all the legal rights, duties, and powers of the governing board" of the Inglewood USD (pursuant to *EC* Section 41326) and has appointed a Trustee for the district. This Trustee has assumed the responsibilities of the governing board for purposes of this waiver request.

Authority for Waiver: *EC* Section 33050

RECOMMENDATION

Approval **Approval with conditions** **Denial**

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the request by the Inglewood USD to waive portions of *EC* Section 5091 (as revised by the CDE in Attachment 3), which require a governing board to take action to fill a vacancy on the board within 60 days.

SUMMARY OF KEY ISSUES

EC Section 5091 provides that a school district governing board must make a provisional appointment or order an election to fill a vacancy on the governing board

within 60 days of the occurrence of the vacancy. *EC* Section 5091 further provides that if the district governing board fails to take action within 60 days, the county superintendent must order an election to fill the vacancy. Approval of this waiver request would remove the 60-day limit and the requirement that the Los Angeles County Superintendent call an election, allowing the Inglewood USD additional time to make a provisional appointment.

Due to the resignations of two members, there currently are two vacancies on the five-member Inglewood USD board. The terms for these now-vacant seats are set to expire on June 30, 2017; however, pursuant to *EC* Section 5091(e), an election will be held to fill the vacancy for the remainder of the unexpired terms at the April 7, 2015, regularly scheduled board election.¹ Thus, the provisional appointees to the board vacancies will serve only until the results of this election are certified.

As noted previously, the Inglewood USD has requested and received an emergency apportionment loan from the state. As a requirement of this loan, a state-appointed Trustee has assumed “all the legal rights, duties, and powers of the governing board” pursuant to *EC* Section 41326. As such, the Inglewood USD governing board is advisory only. Since members on this board lack the authority of typical governing board members, finding qualified candidates to serve as provisional replacements has been more challenging for the Inglewood USD. Approval of the waiver request will provide the district with the additional time necessary to find qualified provisional board members.

If the waiver request to provide the Inglewood USD additional time to make appointments is denied by the SBE, the remaining option in *EC* Section 5091 is for the Los Angeles County Superintendent to order an election to fill the vacancies. The earliest date at which this election can be held is the April 7, 2015, regularly scheduled board election. Thus, the substantive difference between approval and denial of the waiver request is that two currently vacant seats on the board may remain vacant longer if the SBE denies the waiver request.

Given the above circumstances, the lack of local opposition to the waiver request, and the CDE’s determination that none of the reasons for denial in *EC* Section 33051(a) exist, the CDE recommends that the SBE approve the request by the Inglewood USD to waive portions of *EC* Section 5091 (as revised by the CDE in Attachment 3), which require a governing board to take action to fill a vacancy on the board within 60 days.

Demographic Information: The Inglewood USD has a student population of 11,560 and is located in an urban area of Los Angeles County.

Because this is a general waiver, if the SBE decides to deny the waiver, it must cite one of the seven reasons in *EC* 33051(a), available at http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=33051.

¹ Elections and terms of office for Inglewood USD board members are determined by the Inglewood City Charter. However, this city charter defers to general state law for the filling of vacancies on the board.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE has previously approved similar waiver requests related to *EC* Section 5091. The most recent approval was at the March 12, 2014, SBE meeting for the Union Hill Elementary School District in Nevada County.

FISCAL ANALYSIS (AS APPROPRIATE)

Approval or denial of the waiver request will not have fiscal effects on any local or state agency. In either case, the final two years of the terms of the vacant seats will be completed by individuals chosen at the April 7, 2015, regular board election.

ATTACHMENT(S)

Attachment 1: Information from Districts Requesting Waivers of 60-Day Timeline for Provisional Board Appointment (1 page)

Attachment 2: Inglewood Unified School District General Waiver Request 13-8-2014 (2 pages) (Original waiver request is signed and on file in the Waiver Office.)

Attachment 3: Portions of California *Education Code* Section 5091 Recommended for Revision (1 page)

Information from Districts Requesting Waivers of 60-Day Timeline for Provisional Board Appointment
California Education Code Section 5091

Waiver Number	District	Period of Request	Bargaining Unit, Representatives Consulted, Date, and Position	Public Hearing and Board Approval Date	Public Hearing Advertisement	SSC/Advisory Committee Position
13-8-2014	Inglewood Unified School District	Requested and Recommended: June 7, 2014 to June 5, 2016	Inglewood Teachers' Association, Kelly Iwamoto President, 7/29/14: Support Painters and Allied Trades District Council 36; Local Union #2345 California Professional Employees, International Union of Painters and Allied Trades, and American Federation of Labor and Congress of Industrial Organizations; Chris Graeber, President; 8/5/14: Support	8/28/14	Notice posted at the District Office and on the District's Web site.	District English Learner Advisory Committee (8/8/14); Inglewood Unified Advisory Board of Education (8/20/14): No objections

California Department of Education
WAIVER SUBMISSION - General

CD Code: 1964634

Waiver Number: 13-8-2014

Active Year: 2014

Date In: 8/29/2014 3:49:43 PM

Local Education Agency: Inglewood Unified School District
Address: 401 South Inglewood Ave.
Inglewood, CA 90301

Start: 6/7/2014

End: 6/5/2016

Waiver Renewal: N

Previous Waiver Number:

Previous SBE Approval Date:

Waiver Topic: School District Reorganization

Ed Code Title: 60 day Requirement to Fill Board Vacancy

Ed Code Section: 5091(a)

Ed Code Authority: EC 33050

Ed Code or CCR to Waive: (a)Whenever a vacancy occurs, or whenever a resignation has been filed with the county superintendent of schools containing a deferred effective date, the school district or community college district governing board [shall, within 60 days of the vacancy or the filing of the deferred resignation,] either order an election or make a provisional appointment to fill the vacancy. A governing board member may not defer the effective date of his or her resignation for more than 60 days after he or she files the resignation with the county superintendent of schools. [In the event that a governing board fails to make a provisional appointment or order an election within the prescribed 60-day period as required by this section, the county superintendent of schools shall order an election to fill the vacancy.]

Outcome Rationale: The District has an advisory Board of five members. On April 9 and 16, 2014, two advisory members resigned. A waiver of the 60 day time limit will allow the State Trustee to make a provisional appointment of qualified advisory members to the two vacant seats scheduled to expire on June 30, 2017. The State Trustee has actively sought to fill the vacancies, and is currently in process of finding qualified candidates.

Student Population: 11560

City Type: Rural

Public Hearing Date: 8/28/2014

Public Hearing Advertised: Notice was posted in front of the District Office (401 S. Inglewood Avenue Inglewood, CA 90301) and on the District's website at: www.iusd.net & <http://inglewood.csbaagendaonline.net>

Local Board Approval Date: 8/28/2014

Community Council Reviewed By: District English Learner Advisory Committee (DELAC);
Inglewood Unified Advisory Board of Education

Community Council Reviewed Date: 8/8/2014 (DELAC);
8/20/2014 Inglewood Unified Advisory Board of Education

Community Council Objection: N
Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Mr. Joe Dominguez
Position: Deputy Superintendent
E-mail: jdominguez@inglewood.k12.ca.us
Telephone: 310-419-2793
Fax: 310-677-0685

Bargaining Unit Date: 07/29/2014
Name: Inglewood Teachers Association (ITA) (Teachers Union)
Representative: Kelly Iwamoto
Title: President
Position: Support
Comments:

Bargaining Unit Date: 08/05/2014
Name: Painters and Allied Trades District Council 36, Local Union #2345, California
Professional Employees (CALPRO), International Union of Painters and Allied Trades (IUPAT),
American Federation of Labor and Congress of Industrial Organizations (AFL-CIO) for classified
employees
Representative: Chris Graeber
Title: President
Position: Support
Comments:

Portions of California *Education Code* Section 5091 Recommended for Revision

Requested by the Inglewood Unified School District:

5091. (a) Whenever a vacancy occurs, or whenever a resignation has been filed with the county superintendent of schools containing a deferred effective date, the school district or community college district governing board [shall, within 60 days of the vacancy or the filing of the deferred resignation,]either order an election or make a provisional appointment to fill the vacancy. A governing board member may not defer the effective date of his or her resignation for more than 60 days after he or she files the resignation with the county superintendent of schools.

[In the event that a governing board fails to make a provisional appointment or order an election within the prescribed 60-day period as required by this section, the county superintendent of schools shall order an election to fill the vacancy.]

Recommended by the California Department of Education:

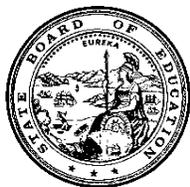
5091. (a) Whenever a vacancy occurs, or whenever a resignation has been filed with the county superintendent of schools containing a deferred effective date, the school district or community college district governing board shall[, within 60 days of the vacancy or the filing of the deferred resignation,] either order an election or make a provisional appointment to fill the vacancy. A governing board member may not defer the effective date of his or her resignation for more than 60 days after he or she files the resignation with the county superintendent of schools.

[In the event that a governing board fails to make a provisional appointment or order an election within the prescribed 60-day period as required by this section, the county superintendent of schools shall order an election to fill the vacancy.]



California State Board of Education
Meeting Agenda Items for November 13-14, 2014

WAIVER ITEM W-10



CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2014 AGENDA

General Waiver

<p>SUBJECT</p> <p>Request by Eastside Union Elementary School District to waive California <i>Education Code</i> Section 5020, and portions of sections 5019, 5021, and 5030, that require a districtwide election to establish a by-trustee-area method of election.</p> <p>Waiver Number: 4-7-2014</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input checked="" type="checkbox"/> Consent</p>
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SUMMARY OF THE ISSUES

School districts that elect governing board members at-large are facing existing or potential litigation under the California Voting Rights Act of 2001 (CVRA). Pursuant to the California *Education Code (EC)*, a district can change from at-large elections to by-trustee-area elections only if the change is approved by both the County Committee on School District Organization (County Committee) and voters at a districtwide election.

To reduce the potential for litigation and to establish by-trustee-area elections as expeditiously as possible, the Eastside Union Elementary School District (UESD) requests the California State Board of Education (SBE) waive the requirement that by-trustee-area elections be approved at a districtwide election—allowing by-trustee-area elections to be adopted upon review and approval of the County Committee.

Authority for Waiver: *EC* Section 33050

RECOMMENDATION

Approval **Approval with conditions** **Denial**

The California Department of Education (CDE) recommends the SBE approve Eastside UESD's request to waive *EC* Section 5020, and portions of sections 5019, 5021, and 5030, which require a districtwide election to approve by-trustee-area elections.

SUMMARY OF KEY ISSUES

Approval of this waiver request would eliminate the election requirement for approval of trustee areas and a by-trustee-area method of election for future governing board elections in the Eastside UESD. Voters in the district will continue to elect all board members—however, if the waiver request is approved, all board members will be elected by trustee areas, beginning with the next board election.

County Committees have the authority to approve or disapprove the adoption of trustee areas and methods of election for school district governing board elections. Pursuant to *EC* Section 5020, County Committee approval of trustee areas and election methods constitutes an order of election; thus, voters in the district have final approval.

Many districts in California are facing existing or potential litigation under the CVRA over their at-large election methods. To help avoid potential litigation, the Eastside UESD is taking action to establish trustee areas and adopt a by-trustee-area election method. In order to establish these trustee areas and the method of election as expeditiously as possible, the district is requesting that the SBE waive the requirement that the trustee areas and the election method be approved at a districtwide election. If the SBE approves the waiver request, this districtwide election for the Eastside UESD will not be required and by-trustee-area elections can be adopted in the district upon review and approval of the County Committee.

Only the election to establish trustee areas and election method will be eliminated by approval of the waiver request—voters in the school district will continue to elect all governing board members. Moreover, approval of the waiver request will not eliminate any existing legal rights of currently seated board members.

The waiver request has been reviewed by CDE staff and it has been determined that there was no significant public opposition to the waiver at the public hearing held by the governing board. The CDE has further determined that none of the grounds specified in *EC* Section 33051, which authorize denial of a waiver, exist. The CDE recommends that the SBE approve the request by the Eastside UESD to waive *EC* Section 5020, and portions of sections 5019, 5021, and 5030, which require by-trustee-area elections be approved at a districtwide election.

Demographic Information: The Eastside UESD has a student population of 3,290 and is located in an urban area in Los Angeles County.

Because this is a general waiver, if the SBE decides to deny the waiver, it must cite one of the seven reasons in *EC* 33051(a), available at http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=33051.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE has approved more than 100 similar waivers—most recently for two school districts at the September 2014 SBE meeting.

FISCAL ANALYSIS (AS APPROPRIATE)

Approval of the waiver request will not have negative fiscal effects on any local or state agency. Failure to approve the waiver request will result in additional costs to the district for a districtwide election.

ATTACHMENT(S)

Attachment 1: Information from Districts Requesting Waivers of Elections Required to Establish Trustee Area Elections (1 page)

Attachment 2: Eastside Union Elementary School District General Waiver Request 4-7-2014 (8 pages) (Original waiver request is signed and on file in the Waiver Office.)

Information from Districts Requesting Waivers of Elections Required to Establish Trustee Area Elections
California *Education Code* Section 5020 and portions of sections 5019, 5021 and 5030

Waiver Number	District	Meets SBE Streamlined Waiver Policy?	Period of Request	Bargaining Unit, Representatives Consulted, Date, and Position	Public Hearing and Board Approval Date	Public Hearing Advertisement	SSC/Advisory Committee Position
4-7-2014	Eastside Union Elementary School District	No	Requested and Recommended: December 1, 2014, to December 31, 2015	Eastside Teachers' Association, Stephanie Price, President, 06/06/2014: Support California School Employees' Association, Pam Fay, President, 05/08/2014: Support	Public Hearings: 2/11/14 and 6/23/14 Board Approval: 6/23/14	Multiple notices were posted on the school district Web site; notice was posted in a newspaper of general circulation. Notice of 6/23/14 hearing also was posted at each school.	Reviewed by Eastside Parent Advisory Committee (5/9/14), African American Advisory Committee (2/4/14, 3/4/14, 4/8/14, and 5/6/14), and the District English Learner Advisory Committee (5/28/14): No objections

Created by California Department of Education
August 4, 2014

California Department of Education
WAIVER SUBMISSION - General

CD Code: 1964477

Waiver Number: 4-7-2014

Active Year: 2014

Date In: 7/22/2014 12:47:23 PM

Local Education Agency: Eastside Union Elementary School District
Address: 45006 30th St. East
Lancaster, CA 93535

Start: 12/1/2014

End: 12/31/2015

Waiver Renewal: N

Previous Waiver Number: Previous SBE Approval Date:

Waiver Topic: School District Reorganization
Ed Code Title: Elimination of Election Requirement
Ed Code Section: 5020, portions of 5019, 5021 and 5030
Ed Code Authority: 33050

Ed Code or CCR to Waive: See Attachment A.

Outcome Rationale: This waiver is requested by the Eastside Union School District to expedite its timely transition to a trustee area election system prior to the next regularly scheduled governing board elections in November of 2015. See attachment B.

Student Population: 3290

City Type: Urban

Public Hearing Date: February 11, 2014 and June 23, 2014
Public Hearing Advertised: Multiple notices were posted on the school district website and a notice was posted in a newspaper of general circulation. Notice of the 6/23/14 hearing was also posted at each school site.

Local Board Approval Date: 6/23/2014

Community Council Reviewed By: Eastside Parent Advisory Committee
Community Council Reviewed Date: May 9, 2014
Community Council Objection: None
Community Council Objection Explanation:

Community Council Reviewed By: African American Advisory Committee
Community Council Reviewed Date: February 4; March 4; April 8; and May 6, 2014
Community Council Objection: None
Community Council Objection Explanation:

Community Council Reviewed By: District English Learner Advisory Committee
Community Council Reviewed Date: May 28, 2014
Community Council Objection: None
Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Margaret Chidester
Position: Attorney
E-mail: m.chidester@californiaschoollaw.net
Telephone: 949-474-5040
Fax: 661-952-1220

Bargaining Unit Date: 05/08/2014
Name: California School Employee Association Ch. 779
Representative: Pam Fay
Title: President
Position: Support
Comments:

Bargaining Unit Date: 06/06/2014
Name: Eastside Teachers Association
Representative: Stephanie Price
Title: President
Position: Support
Comments:

Attachment A

Education Code or California Code of Regulations sections to be waived

The Eastside Union School District respectfully requests to waive the following sections and portions of the Education Code lined out below:

§ 5019. Trustee areas and size of school district governing boards; powers of county committee; proposal and hearing

(a) Except in a school district governed by a board of education provided for in the charter of a city or city and county, in any school district or community college district, the county committee on school district organization may establish trustee areas, rearrange the boundaries of trustee areas, abolish trustee areas, and increase to seven or decrease to five the number of members of the governing board, or adopt one of the alternative methods of electing governing board members specified in Section 5030.

(b) The county committee on school district organization may establish or abolish a common governing board for a high school district and an elementary school district within the boundaries of the high school district. The resolution of the county committee on school district organization approving the establishment or abolition of a common governing board shall be presented to the electors of the school districts as specified in Section 5020.

(c) (1) A proposal to make the changes described in subdivision (a) or (b) may be initiated by the county committee on school district organization or made to the county committee on school district organization either by a petition signed by 5 percent or 50, whichever is less, of the qualified registered voters residing in a district in which there are 2,500 or fewer qualified registered voters, by 3 percent or 100, whichever is less, of the qualified registered voters residing in a district in which there are 2,501 to 10,000 qualified registered voters, by 1 percent or 250, whichever is less, of the qualified registered voters residing in a district in which there are 10,001 to 50,000 qualified registered voters, by 500 or more of the qualified registered voters residing in a district in which there are 50,001 to 100,000 qualified registered voters, by 750 or more of the qualified registered voters residing in a district in which there are 100,001 to 250,000 qualified registered voters, or by 1,000 or more of the qualified registered voters residing in a district in which there are 250,001 or more qualified registered voters or by resolution of the governing board of the district. For this purpose, the necessary signatures for a petition shall be obtained within a period of 180 days before the submission of the petition to the county committee on school district organization and the number of qualified registered voters in the district shall be determined pursuant to the most recent report submitted by the county elections official to the Secretary of State under Section 2187 of the Elections Code.

(2) When a proposal is made pursuant to paragraph (1), the county committee on school district organization shall call and conduct at least one hearing in the district on the matter. At the conclusion of the hearing, the county committee on school district organization shall approve or disapprove the proposal.

(d) If the county committee on school district organization approves pursuant to subdivision (a) [the rearrangement of the] boundaries of trustee areas for a particular district, then the [rearrangement of the] trustee areas shall be effectuated for the next district election occurring at least 120 days after [its] approval[, unless at least 5 percent of the registered voters of the

district sign a petition requesting an election on the proposed rearrangement of trustee area boundaries. The petition for an election shall be submitted to the county elections official within 60 days of the proposal's adoption by the county committee on school district organization. If the qualified registered voters approve pursuant to subdivision (b) or (c) the rearrangement of the boundaries to the trustee areas for a particular district, the rearrangement of the trustee areas shall be effective for the next district election occurring at least 120 days after its approval by the voters.]

§ 5020. Presentation of proposal to electors

[(a) The resolution of the county committee approving a proposal to establish or abolish trustee areas, to adopt one of the alternative methods of electing governing board members specified in Section 5030, or to increase or decrease the number of members of the governing board shall constitute an order of election, and the proposal shall be presented to the electors of the district not later than the next succeeding election for members of the governing board.]

[(b) If a petition requesting an election [on a proposal to rearrange trustee area boundaries is filed, containing at least 5 percent of the signatures of the district's registered voters as determined by the elections official, the proposal shall be presented to the electors of the district, at the next succeeding election for the members of the governing board, at the next succeeding statewide primary or general election, or at the next succeeding regularly scheduled election at which the electors of the district are otherwise entitled to vote, provided that there is sufficient time to place the issue on the ballot.]

[(c) If a petition requesting an election on a proposal to establish or abolish trustee areas, to increase or decrease the number of members of the board, or to adopt one of the alternative methods of electing governing board members specified in Section 5030 is filed, containing at least 10 percent of the signatures of the district's registered voters as determined by the elections official, the proposal shall be presented to the electors of the district, at the next succeeding election for the members of the governing board, at the next succeeding statewide primary or general election, or at the next succeeding regularly scheduled election at which the electors of the district are otherwise entitled to vote, provided that there is sufficient time to place the issue on the ballot. Before the proposal is presented to the electors, the county committee on school district organization may call and conduct one or more public hearings on the proposal.]

[(d) The resolution of the county committee approving a proposal to establish or abolish a common governing board for a high school and an elementary school district within the boundaries of the high school district shall constitute an order of election. The proposal shall be presented to the electors of the district at the next succeeding statewide primary or general election, or at the next succeeding regularly scheduled election at which the electors of the district are otherwise entitled to vote, provided that there is sufficient time to place the issue on the ballot.]

[(e) For each proposal there shall be a separate proposition on the ballot. The ballot shall contain the following words:]

["For the establishment (or abolition or rearrangement) of trustee areas in ____ (insert name) School District --Yes" and "For the establishment (or abolition or rearrangement) of trustee areas in ____ (insert name) School District--No."]

["For increasing the number of members of the governing board of ____ (insert name) School District from five to seven--Yes" and "For increasing the number of members of the governing board of ____ (insert name) School District from five to seven--No."]

["For decreasing the number of members of the governing board of ____ (insert name) School District from seven to five--Yes" and "For decreasing the number of members of the governing board of ____ (insert name) School District from seven to five--No."]

["For the election of each member of the governing board of the ____ (insert name) School District by the registered voters of the entire ____ (insert name) School District--Yes" and "For the election of each member of the governing board of the ____ (insert name) School District by the registered voters of the entire ____ (insert name) School District--No."]

"For the election of one member of the governing board of the ____ (insert name) School District residing in each trustee area elected by the registered voters in that trustee area--Yes" and "For the election of one member of the governing board of the ____ (insert name) School District residing in each trustee area elected by the registered voters in that trustee area--No."

["For the election of one member, or more than one member for one or more trustee areas, of the governing board of the ____ (insert name) School District residing in each trustee area elected by the registered voters of the entire ____ (insert name) School District--Yes" and "For the election of one member, or more than one member for one or more trustee areas, of the governing board of the ____ (insert name) School District residing in each trustee area elected by the registered voters of the entire ____ (insert name) School District--No."]

["For the establishment (or abolition) of a common governing board in the ____ (insert name) School District and the ____ (insert name) School District--Yes" and "For the establishment (or abolition) of a common governing board in the ____ (insert name) School District and the ____ (insert name) School District--No."]

[If more than one proposal appears on the ballot, all must carry in order for any to become effective, except that a proposal to adopt one of the methods of election of board members specified in Section 5030 which is approved by the voters shall become effective unless a proposal which is inconsistent with that proposal has been approved by a greater number of voters. An inconsistent proposal approved by a lesser number of voters than the number which have approved a proposal to adopt one of the methods of election of board members specified in Section 5030 shall not be effective.]

§ 5021. Incumbents to serve out terms despite approval of change

(a) If a proposal for the establishment of trustee areas formulated under Sections 5019 [and 5020] is approved [by a majority of the voters voting at the election], any affected incumbent board member shall serve out his or her term of office and succeeding board members shall be nominated and elected in accordance with Section 5030. In the event two or more trustee areas are established [at such election] which are not represented in the membership of the governing board of the school district, or community college district the county committee shall determine by lot the trustee area from which the nomination and election for the next vacancy on the governing board shall be made.

(b) If a proposal for rearrangement of boundaries is approved by [a majority of the voters voting on the measure, or by]the county committee on school district organization [when no election is required], and if the boundary changes affect the board membership, any affected incumbent board member shall serve out his or her term of office and succeeding board members shall be nominated and elected in accordance with Section 5030.

(c) If a proposal for abolishing trustee areas is approved [by a majority of the voters voting at the election], the incumbent board members shall serve out their terms of office and succeeding board members shall be nominated and elected at large from the district.

§ 5030. Alternate method of election

Except as provided in Sections 5027 and 5028, in any school district or community college district having trustee areas, the county committee on school district organization [and the registered voters of a district], pursuant to Sections 5019 [and 5020, respectively], may at any time recommend one of the following alternate methods of electing governing board members:

- (a) That each member of the governing board be elected by the registered voters of the entire district.
- (b) That one or more members residing in each trustee area be elected by the registered voters of that particular trustee area.
- (c) That each governing board member be elected by the registered voters of the entire school district or community college district, but reside in the trustee area which he or she represents.

The recommendation shall provide that any affected incumbent member shall serve out his or her term of office and that succeeding board members shall be nominated and elected in accordance with the method recommended by the county committee.

Whenever trustee areas are established in a district, provision shall be made for one of the alternative methods of electing governing board members.

[In counties with a population of less than 25,000,] the county committee on school district organization or the county board of education, if it has succeeded to the duties of the county committee, may at any time, by resolution, with respect to trustee areas established for any school district, other than a community college district, amend the provision required by this section without additional approval by the electors, to require one of the alternate methods for electing board members to be utilized.

Mark E. Marshall, Ed.D.
Superintendent

**Eastside Union
School District**

Board of Trustees
Ms. Janette T. Crawford
Mrs. Peggy W. Foster
Mrs. Martha D. Johnson
Mr. Joseph Pincetich
Ms. Doretta N. Thompson

July 10, 2014

California State Board of Education
1430 N Street, Suite #5111
Sacramento, California 95814

Re: State Board of Education General Waiver Request: Desired
Outcome/Rationale

The Eastside Union School District (“District”) respectfully requests that the State Board of Education waive Education Code section 5020 and portions of 5019, 5021, and 5030 to allow the District to expeditiously adopt trustee areas and establish a trustee area election system. Doing so will assist the District in avoiding potential litigation under the California Voting Rights Act (“CVRA”) challenging its current at-large election system for electing members of its governing board.

On December 9, 2013, the District’s Board of Education (“Board”) proactively initiated the transition process from an at-large election system to a trustee area election system. National Demographics Corporation (“NDC”) was hired to analyze the demographics and voting history of the District. NDC has extensive experience with the CVRA and the Federal Voting Rights Act and has performed similar demographics studies for over 200 California jurisdictions.

In January of 2014, the District received a letter from the law firm Shenkman & Hughes dated December 24, 2013, claiming without support, that voting within the District is racially polarized in violation of the CVRA. The letter threatened litigation on behalf of unnamed the citizens of the District if the District failed to convert its at-large election system to a trustee area election system.

At-large electoral systems such as the District’s are subject to challenge under the California Voting Rights Act of 2011, codified at Sections 14025 – 14032 of the California Elections Code. By-trustee area electoral systems are not vulnerable to challenge under the CVRA. In a by-trustee area system of election, candidates for the governing board must reside within a trustee area, and candidates are elected only by the voters of that trustee area

NDC’s analysis found that there is no statistical evidence to demonstrate that the District has racially polarized voting in violation of the CVRA. In addition, actual election results demonstrate the District has a history of electing a racially and ethnically diverse group of Board members. Nonetheless, the District chose to continue with the transition process to limit its exposure to potential litigation involving the CVRA and conserve the District’s limited resources for students.

After holding numerous public forums seeking community feedback on the transition process and proposed trustee area maps, the Board passed Resolution No. 13-14-20 on June 23, 2014, recommending that the Los Angeles County Committee on School District Organization approve the adoption of a trustee area election system and establishment of trustee areas. The District has worked closely with the Los Angeles County Committee on School District Organization to prepare its petition. On July 9, 2014, the District submitted its petition to the County Committee to adopt a trustee area method of election and establish trustee areas.

The Board passed Resolution No. 13-14-21 on June 23, 2014, authorizing the Superintendent to submit a general waiver request to the State Board of Education regarding the election requirements set forth in Education Code sections 5019, 5020, 5021, and 5030.

The District desires to adopt trustee areas and complete the transition process without delay. Failure to successfully establish trustee areas and adopt a trustee area election system exposes the District to litigation and significant attorney's fees awards, which would be an incredible hardship for the District and its students.

Education Code section 5020 states that the County Committee resolution approving a proposal to establish trustee areas "shall constitute an order of election, and the proposal shall be presented to the electors of the district no later than the next succeeding election for members of the governing board." The next election for the District's governing board will take place in November of 2015. Requiring the District to submit the proposal to electors prevents the District from electing successor trustees in a timely manner.

On the other hand, approval of the general waiver request will allow the District to complete its transition to a trustee area election system prior to the next governing board election in 2015 and decrease the District's vulnerability to a lawsuit and/or injunction challenging its current at-large elections system.

Please contact the undersigned at your earliest convenience if you have any questions or need additional information regarding the District's general waiver request.

Very truly yours,

Mark E. Marshall, Ed.D.
Superintendent of Schools

MM:km



California State Board of Education
Meeting Agenda Items for November 13-14, 2014

WAIVER ITEM W-11



CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2014 AGENDA

Specific Waiver

<p>SUBJECT</p> <p>Request by three local educational agencies under the authority of California <i>Education Code</i> Section 52863 for waivers of <i>Education Code</i> Section 52852, relating to schoolsite councils regarding changes in shared, composition, or shared and composition members.</p> <p>Waiver Numbers: Claremont Unified School District 7-8-2014 Claremont Unified School District 8-8-2014 Sweetwater Union High School District 1-7-2014 Tahoe-Truckee Unified School District 37-6-2014</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input checked="" type="checkbox"/> Consent</p>
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SUMMARY OF THE ISSUE(S)

Specific authority is provided in California *Education Code (EC)* Section 52863 to allow the State Board of Education (SBE) to waive the Schoolsite Council (SSC) requirements contained in *EC* 52852 of the School-Based Coordination Program (SBCP) Act that would hinder the success of the program implementation. These waivers must be renewed every two years.

Authority for Waiver: *EC* Section 52863

RECOMMENDATION

Approval Approval with conditions Denial

The California Department of Education (CDE) recommends approval with conditions, see Attachment 1.

SUMMARY OF KEY ISSUES

The Claremont Unified School District is requesting to renew a shared SSC for two small schools: Community Day School (5 teachers serving 16 students in grades seven through twelve) and San Antonio Continuation High School (10 teachers serving 72 students in grades nine through twelve). The two schools share the principal, some teachers, and other staff members such as the guidance counselor, office manager, and district nurse. They also share the use of space such as the career center, athletic facilities, and lunch area. They are located on the same campus in a suburban area.

The Claremont Unified School District is requesting to renew a shared SSC for two small schools: Danbury Special Education School (9 teachers serving 83 students in preschool and kindergarten through grade eight) and Sumner Elementary School (21 teachers serving 541 students in kindergarten through grade six). Danbury Special Education School has a preschool and kindergarten through grade eight (K–8) with a class serving 78 orthopedically impaired students. All K–8 students at Danbury Special Education School attend classes on the Sumner campus as part of their inclusion model and Individualized Education Program (IEP) goals. These students also have lunch and recess on Sumner’s campus under the supervision of staff from both schools. The two schools share many staff members including a district school psychologist. They are located adjacent to each other, sharing common grounds in a suburban area.

The Sweetwater Union High School District is requesting a shared SSC for two small schools: Options Secondary School (10 teachers serving 210 students in grades seven through twelve) and Sweetwater Community Day School (3 teachers serving 53 students in grades seven through nine). The two schools share a principal as well as some administrative and support services staff, in addition to having a common curriculum. Sweetwater Community Day School has high student mobility and very limited staffing that creates a challenge for maintaining a stable and functioning SSC. The two schools are located in an urban area.

The Tahoe-Truckee Unified School District is requesting a shared SSC with composition change for two small schools: Cold Stream Alternative School (4 teachers serving 14 students in kindergarten through grade twelve) and Sierra Continuation High School (3 teachers serving 38 students in grades nine through twelve). The two schools share a principal and combine functions and activities such as Professional Learning Communities, professional development, academic coaching, field trips, and extra-curricular activities. They are located in a rural area.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The CDE has previously presented requests from local educational agencies (LEAs) to waive some of the SSC requirements in *EC 52863* or to allow one shared schoolsite council for multiple schools. All of these requests have been granted with conditions. The conditions take into consideration the rationale provided by the LEAs, a majority of which are due to the size, type, location, or other capacities of the schools.

FISCAL ANALYSIS (AS APPROPRIATE)

There is no statewide fiscal impact of waiver approval.

ATTACHMENT(S)

Attachment 1: Local Educational Agencies Requesting a Schoolsite Council Waiver
(2 Pages)

Attachment 2: Claremont Unified School District Specific Waiver Request 7-8-2014
(2 Pages) (Original waiver request is signed and on file in the Waiver
Office.)

Attachment 3: Claremont Unified School District Specific Waiver Request 8-8-2014
(3 Pages) (Original waiver request is signed and on file in the Waiver
Office.)

Attachment 4: Sweetwater Union High School District Specific Waiver Request
1-7-2014 (2 Pages) (Original waiver request is signed and on file in the
Waiver Office.)

Attachment 5: Tahoe-Truckee Unified School District Specific Waiver Request
37-6-2014 (2 Pages) (Original waiver request is signed and on file in the
Waiver Office.)

Local Educational Agencies Requesting a Schoolsite Council Waiver

Waiver Number	LEA for School(s) (CDS Code[s])	LEAs Request	CDE Recommendation	Previous Waiver Yes or No Period of Request/ Period Recommended	Collective Bargaining Unit Position/ Current Agreement	SSC/Advisory Committee Position	Local Board Approval Date
7-8-2014	Claremont Unified School District for Community Day School (1964394 1996297) and San Antonio Continuation High School (1964394 1931807)	Shared SSC	Approval with conditions; the SSC must consist of one principal, four classroom teachers (selected by peers), one other school representative (selected by peers), three parents/community members (selected by parents), and three students (selected by peers).	Yes Requested: 11/02/2014 To 11/01/2016 Recommended: 11/02/2014 To 11/01/2016	Claremont Faculty Association Carla Campbell, Site Representative 08/20/2014 Support California School Employees Association Matt Plumb, Site Representative 08/20/2014 Support	SSC 08/20/2014 No objections	08/07/2014
8-8-2014	Claremont Unified School District for Danbury Special Education School (1964394 6012173) and Sumner Elementary School (1964394 6012207)	Shared SSC	Approval with conditions; the SSC must consist of one principal, three classroom teachers (selected by peers), one other school representative (selected by peers), and five parents/community members (selected by parents).	Yes Requested: 11/16/2014 To 11/15/2016 Recommended: 11/16/2014 To 11/15/2016	Claremont Faculty Association Debbie McCurdy, Site Representative 08/20/2014 Support California School Employees Association Deborah Coyle, Site Representative 08/19/2014 Support	SSC 08/20/2014 No objections	08/07/2014

Waiver Number	LEA for School(s) (CDS Code[s])	LEAs Request	CDE Recommendation	Previous Waiver Yes or No Period of Request/ Period Recommended	Collective Bargaining Unit Position/ Current Agreement	SSC/Advisory Committee Position	Local Board Approval Date
1-7-2014	Sweetwater Union High School District for Options Secondary School (3768411 3731155) and Sweetwater Community Day School (3768411 6117154)	Shared SSC	Approval with conditions; the SSC must consist of one principal, four classroom teachers (selected by peers), one other school representative (selected by peers), three parents/community members (selected by parents), and three students (selected by peers).	No Requested: 07/01/2014 To 06/30/2016 Recommended: 07/01/2014 To 06/30/2016	None indicated	Options Secondary School SSC 05/23/2014 No objections	06/30/2014
37-6-2014	Tahoe-Truckee Unified School District for Cold Stream Alternative School (3166944 3130192) and Sierra Continuation High School (3166944 3130077)	Shared SSC with Composition Change	Approval with conditions; the SSC must consist of one principal, one classroom teacher (selected by peers), one parent/community member (selected by parents), and one student (selected by peers).	No Requested: 08/29/2014 To 06/30/2016 Recommended: 08/29/2014 To 06/30/2016	None indicated	Tahoe-Truckee Unified School District Board of Trustees 06/18/2014 No objections	06/18/2014

California Department of Education
WAIVER SUBMISSION - Specific

CD Code: 1964394

Waiver Number: 7-8-2014

Active Year: 2014

Date In: 8/21/2014 8:50:32 AM

Local Education Agency: Claremont Unified School District
Address: 170 West San Jose Ave.
Claremont, CA 91711

Start: 11/2/2014

End: 11/1/2016

Waiver Renewal: Y

Previous Waiver Number: 65-10-2012-W-06 Previous SBE Approval Date: 1/16/2013

Waiver Topic: Schoolsite Council Statute
Ed Code Title: Shared Schoolsite Council
Ed Code Section: 52852
Ed Code Authority: 52863

Ed Code or *CCR* to Waive: A schoolsite council shall be established at [each] school which participates in school-based program coordination. The council shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

Outcome Rationale: Rationale for combining the Schoolsite Council of Community Day School (CDS) with San Antonio High School (SAHS), both of which are small schools located in Claremont Unified School District:

- CDS and SAHS share the same teaching staff (which totals less than 10 teachers). Each SAHS teacher is assigned to one period CDS students during the instructional day;
- CDS is comprised of classrooms adjacent to other classrooms on the SAHS campus;
- CDS and SAHS share all of the same staff, including the same principal, guidance counselor, office manager, and District nurse; and
- CDS and SAHS share the same career center, athletic facilities, and lunch area.

Desired outcomes/rationale:

San Antonio (Continuation) High School and Community Day School are located on the same campus. Community Day School has a student population of approximately 15 students. The staff is shared on both campuses to insure that all students have highly qualified teachers in the classroom. Office staff is one in the same.

In Alternative Education, parent participation is one of the difficult areas to achieve. Having a joint Schoolsite Council would help to unify the schools and lessen the burden on individual Schoolsite Councils. Many of the educational goals are parallel and this would help with the sustainability of the Schoolsite Council, by having a joint Council. The work would be the same for the Council, with a Single Plan for Student Achievement (SPSA), School Accountability Report Card (SARC), and operating budget for each site. Due to the numbers and ratios

required to create a compliant Schoolsite Council, a joint Council could serve both schools very well.

Having a joint Schoolsite Council would allow the process to be streamlined and save valuable time. This would have a very positive affect in facilitating our local agency operations.

Student Population: 18

City Type: Suburban

Local Board Approval Date: 8/7/2014

Council Reviewed By: Schoolsite Council

Council Reviewed Date: 8/20/2014

Council Objection: N

Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Dr. Julie Olesniewicz

Position: Director of Educational Services

E-mail: jolesniewicz@cusd.claremont.edu

Telephone: 909-398-0609 x74006

Fax:

Bargaining Unit Date: 08/20/2014

Name: Claremont Faculty Association

Representative: Carla Campbell

Title: Site Representative

Position: Support

Comments:

Bargaining Unit Date: 08/20/2014

Name: California School Employees Association

Representative: Matt Plumb

Title: Site Representative

Position: Support

Comments:

California Department of Education
WAIVER SUBMISSION - Specific

CD Code: 1964394

Waiver Number: 8-8-2014

Active Year: 2014

Date In: 8/21/2014 9:39:07 AM

Local Education Agency: Claremont Unified School District
Address: 170 West San Jose Ave.
Claremont, CA 91711

Start: 11/16/2014

End: 11/15/2016

Waiver Renewal: Y

Previous Waiver Number: 64-10-2012-W-06 Previous SBE Approval Date: 1/16/2013

Waiver Topic: Schoolsite Council Statute
Ed Code Title: Shared Schoolsite Council
Ed Code Section: 52852
Ed Code Authority: 52863

Ed Code or *CCR* to Waive: A schoolsite council shall be established at [each] school which participates in school-based coordination. The council shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary school, pupils selected by pupils attending the school.

Outcome Rationale: California State Board of Education: Request for waiver (*EC* 52852) - to establish a joint Schoolsite Council for small schools with total teaching staff less than 8-10; schools that are geographically adjacent; and orthopedically impaired student population of 78.

Rationale for combining the Schoolsite Council of Danbury Elementary School with Sumner Elementary School, both of which are located in the Claremont Unified School District:

- Danbury School is a Preschool, K-6 elementary school with a class serving 78 orthopedically impaired students;
- All K-6 Danbury students attend classes on the Sumner campus as part of their inclusion model and IEP goals;
- Lunch and recess take place on Sumner's campus under the supervision of both staffs;
- The Danbury staff consists of: principal, 9-certificated classroom teachers, 2-adapted PE teachers (provide APE services Districtwide), certificated speech teacher, and a District-shared school psychologist;
- The schools are adjacent to each other sharing common grounds as well as a District registered nurse;
- Due to size of student population and teaching staff, it is difficult to reach and maintain the required staff/parent number/ratio; and
- Danbury is a provider school for nine districts within our SELPA. Due to the travel distance, it is difficult for many parents to attend after hour meetings. Many of the students have extremely challenging physical and medical needs, which makes it very difficult for parents to participate in evening events and activities.

Desired outcomes/rationale:

BACKGROUND:

In 1998, Danbury (Special Education) School was moved from an isolated location in the City of Claremont to being adjacent to Sumner Elementary School. This was a costly relocation, but the Claremont Unified School District was committed to no longer having severely handicapped special education students isolated from regularly developing students and felt the commitment of those funds to be worth the investment to provide 'daily' interaction with regularly developing K-6 children. This progressive move has proven to be of remarkable benefit to both the Danbury students and the students of Sumner Elementary School.

DIFFICULTIES:

However, these benefits did not come without some logistical complications:

1) Due to this restructuring, Danbury became a very small school with currently 78 (Preschool; K-6) students. Consequently, finding the number of parents that are willing to serve on a Danbury Schoolsite Council would be very difficult, due to the low numbers of parents in which to draw.

2) Additionally, our parents are at home in the evenings (when SSC meetings are held) as their children are physically and medically fragile requiring extreme amounts of care in the evenings.

3) Danbury Elementary School is a 'provider' school to nine different school districts, which necessitates some parents traveling 30-40 miles roundtrip to attend an evening meeting. This decreases parent participation as Danbury is not a typical 'neighborhood' school.

BENEFITS:

1) Having severely orthopedically impaired students in regular classrooms on a consistent basis requires a great deal of planning and coordination. These needs are met by combining the Schoolsite Councils of Danbury and Sumner Elementary Schools.

2) Danbury and Sumner also share many of the same staff members (certificated and classified) throughout the day which addresses the various academic and safety needs of students attending both schools.

Student Population: 78

City Type: Suburban

Local Board Approval Date: 8/7/2014

Council Reviewed By: School Site Council

Council Reviewed Date: 8/20/2014

Council Objection: N

Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Dr. Julie Olesniewicz
Position: Director, Educational Services
E-mail: jolesniewicz@cusd.claremont.edu
Telephone: 909-398-0609 x74006
Fax:

Bargaining Unit Date: 08/20/2014
Name: Claremont Faculty Association
Representative: Debbie McCurdy
Title: Site Representative
Position: Support
Comments:

Bargaining Unit Date: 08/19/2014
Name: California School Employees Association
Representative: Deborah Coyle
Title: Site Representative
Position: Support
Comments:

California Department of Education
WAIVER SUBMISSION - Specific

CD Code: 3768411

Waiver Number: 1-7-2014

Active Year: 2014

Date In: 7/2/2014 10:54:16 AM

Local Education Agency: Sweetwater Union High School District
Address: 1130 Fifth Ave.
Chula Vista, CA 91911

Start: 7/1/2014

End: 6/30/2016

Waiver Renewal: N

Previous Waiver Number:

Previous SBE Approval Date:

Waiver Topic: Schoolsite Council Statute
Ed Code Title: Shared Schoolsite Council
Ed Code Section: 52852
Ed Code Authority: 52863

Ed Code or *CCR* to Waive: *EC 52852* A schoolsite council shall be established at [each] school which participates in school-based program coordination. The council shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

Outcome Rationale: Please see attachment

Student Population: 25

City Type: Urban

Local Board Approval Date: 6/30/2014

Council Reviewed By: Sweetwater Union High School District Board
Council Reviewed Date: 6/30/2014
Council Objection: N
Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Mr. Ramon Leyba
Position: Director State and Federal Programs
E-mail: ramon.leyba@sweetwaterschools.org
Telephone: 619-585-4424
Fax: 619-427-6598

Sweetwater Union High School District

SHARED SCHOOLSITE COUNCIL WAIVER ATTACHMENT:

The Sweetwater Union High School District believes that by creating one schoolsite council to serve both sites all interested parties will be accurately served and represented for each site: Options Secondary School and Sweetwater Community Day School. This combined Schoolsite Council will address the needs of both individual sites and support the most effective program for each site. The creation of this joint council will allow planning processes to be streamlined and work load to be consolidated. This joint council will ensure that each site is receiving effective standards based instruction, accurate and timely evaluation of programs, and increased parent involvement and parent communications which will result in greater student proficiency.

Sweetwater believes that the operation of the joint schoolsite council, managed by the by-laws and procedures can ensure fair and effective representation of the schools.

Description of the situation:

- Options Secondary School
- Sweetwater Community Day School

These schools share a common principal and administration team, counselor, curriculum and services, and support personnel. The majority of the students enrolled in Community Day School are referred by the district for discipline / expulsion or are awaiting disciplinary transfer which makes a highly transit population. This mobile student population creates a challenge in creating and maintaining a functioning schoolsite council, as well as, voluntary parent involvement to meet the council parent ratios. Community Day School also does not have enough staff to maintain the ratios needed for an independent schoolsite council. Options Secondary School maintains the student population making a stable and functioning Schoolsite Council that can make effective and consistent decisions. This also enables clear curricular planning and teaching.

Demographics:

CDS#	School Site	Number of Teachers	Number of Students	Location/Area Type
	Options Secondary School – The Portal	10	210	Chula Vista/Urban
	Sweetwater Community Day School	3	53	Imperial Beach/Urban

California Department of Education
WAIVER SUBMISSION - Specific

CD Code: 3166944

Waiver Number: 37-6-2014

Active Year: 2014

Date In: 6/30/2014 11:58:55 AM

Local Education Agency: Tahoe-Truckee Unified School District
Address: 11603 Donner Pass Rd.
Truckee, CA 96161

Start: 8/29/2014

End: 6/30/2016

Waiver Renewal: N

Previous Waiver Number:

Previous SBE Approval Date:

Waiver Topic: Schoolsite Council Statute

Ed Code Title: Shared Schoolsite Council with Reduced Number and Composition

Ed Code Section: 52852

Ed Code Authority: 52863

Ed Code or CCR to Waive: Request to allow the combination of and a reduction in the number and type of members required for a school site council (SSC) for a small continuation and alternative education high school to four members: school principal, one teacher, one community or parent member, and one student.

Outcome Rationale: Sierra High School and Cold Stream Alternative are two very, very small schools within Tahoe Truckee USD. The schools combine other functions and activities: Professional Learning Communities, professional development, academic coaching, field trips, extra-curricular activities. Both schools are under the supervision of the same principal. The schools' performance goals as outlined in the Single Plan for Student Achievement are cohesive. Both schools have identical school budgets and budgeting priorities to address student achievement and performance.

Student Population: 50

City Type: Rural

Local Board Approval Date: 6/18/2014

Council Reviewed By: Tahoe Truckee Unified School District Board of Trustees

Council Reviewed Date: 6/18/2014

Council Objection: N

Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Jane Marie Loomis
Position: Principal
E-mail: jloomis@ttusd.org
Telephone: 530-582-2640
Fax: 530-582-7687



California State Board of Education
Meeting Agenda Items for November 13-14, 2014

WAIVER ITEM W-12



CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2014 AGENDA

Specific Waiver

<p>SUBJECT</p> <p>Request by Los Angeles Unified School District to waive California <i>Education Code</i> Section 51224.5(b), the requirement that all students graduating in the 2014–15 school year be required to complete a course in Algebra I (or equivalent) to be given a diploma of graduation, for two special education student(s) based on <i>Education Code</i> Section 56101, the special education waiver authority.</p> <p>Waiver Number: 1-8-2014</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input checked="" type="checkbox"/> Consent</p>
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SUMMARY OF THE ISSUE(S)

The local educational agency (LEA) requests to waive the requirement that students be required to complete a course in Algebra I (or equivalent) to be given a diploma of graduation, for two special education students who are not able to meet the Algebra requirement but meet other graduation requirements.

Authority for Waiver: *Education Code (EC)* Section 56101

RECOMMENDATION

Approval **Approval with conditions** **Denial**

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the request to waive the requirement that two students successfully complete a course in Algebra I (or its equivalent) for the 2014–15 graduating year. These students have met other course requirements stipulated by the governing board of the school district and *EC* Section 51225.3 in order to receive a high school diploma. If these students do not graduate in 2014–15, this waiver does not relieve the students of the responsibility to continue to attempt to successfully complete a course in Algebra I (or its equivalent) in 2015–16 as required by *EC* Section 51224.5.

SUMMARY OF KEY ISSUES

For the review of this waiver request, the Los Angeles Unified School District provided the following documentation:

- A valid, current copy of each student's individualized education program (IEP)

highlighting the areas of mathematic deficiencies and how the students' needs in mathematics were addressed.

- Selected pages from each student's IEP from three previous years showing that the students were consistently on a diploma-track, and that the IEP was written to support the students' participation in diploma-track math courses, particularly algebra.
- The specific assistance the district provided to each student which included supplementary aids, services, accommodations, test modifications, and supports to attain the diploma-track goal, specifically, for the algebra requirement.
- A copy of the transcript for each student highlighting attempts to pass algebra and pre-algebra classes.
- An assessment summary that reports each student participated in the Standardized Testing and Reporting program and failed multiple attempts to meet graduation requirements related to the algebra requirement.

The above documentation was confidentially reviewed by more than one special education consultant. The LEA's documentation provided facts indicating that failure to approve these waiver requests would result in these students not meeting graduation requirements.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In 2000, *EC* Section 51224.5 was enacted to require students to complete a course in Algebra I, as a condition of receiving a high school diploma. The Algebra I requirement applied to students who were scheduled for graduation beginning in 2003–04. All waiver requests of this type have been granted by the SBE for students with special needs.

FISCAL ANALYSIS (AS APPROPRIATE)

There is no statewide fiscal impact of waiver approval.

ATTACHMENT(S)

Attachment 1: Information from District Requesting Waivers of Algebra I (1 Page)

Attachment 2 Los Angeles Unified School District Specific Waiver Request 1-8-2014 (2 Pages) (Original waiver request is signed and on file in the Waiver Office.)

Information from District Requesting Waivers of Algebra I
California Education Code Section 51224.5(b)

Waiver Number	Local Educational Agency	Demographics	Period of Request	Local Board Approval Date
1-8-2014	Los Angeles Unified School District	Student Population: 630,000 City Type: urban County: Los Angeles	Requested: 6/1/14 to 12/31/14 Recommended: 6/1/14 to 12/31/14	6/17/14

Created by California Department of Education
September 12, 2014

California Department of Education
WAIVER SUBMISSION - Specific

CD Code: 1964733

Waiver Number: 1-8-2014

Active Year: 2014

Date In: 8/6/2014 9:34:36 AM

Local Education Agency: Los Angeles Unified School District
Address: 333 South Beaudry Ave.
Los Angeles, CA 90017

Start: 6/1/2014

End: 12/31/2014

Waiver Renewal: N

Previous Waiver Number:

Previous SBE Approval Date:

Waiver Topic: Special Education Program
Ed Code Title: Algebra I Requirement for Graduation
Ed Code Section: 51224.5(b)
Ed Code Authority: 56101

Ed Code or CCR to Waive: [51224.5 (a) The adopted course of study for grades 7 to 12, inclusive, shall include algebra as part of the mathematics area of study pursuant to subdivision (f) of Section 51220.

(b) Commencing with the 2003-04 school year and each year thereafter, at least one course, or a combination of the two courses, in mathematics required to be completed pursuant to subparagraph (B) of paragraph (1) of subdivision (a) of Section 51225.3 by pupils while in grades 9 to 12, inclusive, prior to receiving a diploma of graduation from high school, shall meet or exceed the rigor of the content standards for Algebra I, as adopted by the State Board of Education pursuant to Section 60605.]

Outcome Rationale: This LAUSD SELPA specific waiver request is being made to the California State Board of Education on behalf of two students with disabilities at Huntington Park Senior High School. These two students will have met or have received waivers for all other LAUSD and CDE requirements for graduation with a high school diploma by the end of the 2013-14 school year under current statute, with the exception of the Algebra 1 course requirement.

For purposes of student privacy, their names and identifying information are being withheld from this communication:

- LAUSD Student A has not passed Algebra 1A (first semester of the course), and is eligible for the CDE Waiver from the CAHSEE requirement.
- LAUSD Student B has not passed Algebra 1B (second semester of the course), and is eligible for the CDE Exemption from the CAHSEE requirement.

Student Population: 630000

City Type: Urban

Local Board Approval Date: 6/17/2014

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Dr. Lisa Regan
Position: Coordinator, K-12 Instruction
E-mail: lisa.regan@lausd.net
Telephone: 213-241-8105
Fax: 213-241-8915



California State Board of Education
Meeting Agenda Items for November 13-14, 2014

WAIVER ITEM W-13



CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2014 AGENDA

Specific Waiver

<p>SUBJECT</p> <p>Request by Northern Humboldt Union High School District under the authority of California <i>Education Code</i> Section 56101 to waive <i>Education Code</i> Section 56366.1(a), the requirement for state certification to allow an uncertified out-of-state nonpublic school, National Deaf Academy, located in Florida, to provide services to one special education student.</p> <p>Waiver Number: 8-7-2014</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input checked="" type="checkbox"/> Consent</p>
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SUMMARY OF THE ISSUE(S)

Per a Settlement Agreement between Northern Humboldt Union High School District (NHUHSD) and the student (parent) as a result of a ruling from the state's Office of Administrative Hearings (OAH), the student was placed in the National Deaf Academy, an uncertified out-of-state nonpublic school in Florida. This placement was the parent's choice as it is a secure, locked residential facility serving students who are deaf and have emotional/behavioral concerns. NHUHSD requests to waive California *Education Code (EC)* Section 56366.1(a), the requirement for state certification, to allow the use of California's federal special education funds for the placement of this California student at the National Deaf Academy.

Authority for Waiver: *EC* Section 56101

RECOMMENDATION

Approval **Approval with conditions** **Denial**

The California Department of Education (CDE) recommends approval of this waiver.

SUMMARY OF KEY ISSUES

As a result of a lawsuit, an OAH administrative law judge ruled that the NHUHSD shall locate, offer and fund an appropriate residential treatment center as an educational placement for the student. If the residential treatment center is not specifically designed to serve deaf students, then the NHUHSD must ensure the following additional components:

- (a) Services of a certified American Sign Language (ASL) interpreter from the hours of 7 a.m. through 10 p.m. daily, including weekends and holidays; and
- (b) Direct ASL instruction by a credentialed deaf and hard of hearing teacher fluent in ASL for one hour per day during the school year; and
- (c) Mental health services a minimum of two hours per week delivered by a clinician experienced in working with the deaf and fluent in ASL.

The OAH administrative law judge ruled that if the residential treatment center is not a locked facility, the NHUHSD shall provide the student a one-on-one behavioral aide who is fluent in ASL to ensure his safety and presence in order to benefit from his instruction and related services from the hours of 7 a.m. through 10 p.m. daily including weekends and holidays.

As a result of the OAH ruling, the NHUHSD and the student (parent) reached a Settlement Agreement to place the student in the National Deaf Academy, a residential treatment center designed to serve deaf students in a locked facility. This placement was the parent's choice as it is a secure, locked residential facility serving students who are deaf and have emotional/behavioral concerns.

The NHUHSD contacted more than four certified, in-state nonpublic schools and agencies for possible placement. Due to the OAH ruling and the Settlement Agreement, the student was placed at the National Deaf Academy. The National Deaf Academy is appropriate to provide the needed services for this student because it provides a secured facility, Applied Behavior Analysis and tailored treatment specifically for students who are deaf. The student's current Individualized Education Program (IEP) lists the National Deaf Academy as the placement of choice.

CDE staff recommends approval of this waiver on the basis that the waiver is beneficial to the content and implementation of the student's IEP and does not abrogate any right provided individuals with exceptional needs and their parents or guardians under the federal Individuals with Disabilities Education Act, or affect the compliance of the NHUHSD with federal laws and regulations. In addition, before contracting with the nonpublic, nonsectarian school outside of this state, the NHUHSD documented its efforts to utilize public schools or to locate an appropriate nonpublic, nonsectarian school or agency program, or both, within the state.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In March 2009, the California State Board of Education approved a waiver similar to this one, allowing Berkeley Unified School District to waive California *Education Code* Section 56366.1(a), the requirement for state certification, to allow an uncertified out-of-state nonpublic school, Perkins School for the Blind, located in Waterman, Massachusetts, to provide services to one special education student.

Demographic Information: NHUHSD has a student population of 2,322 and is located in a rural area in Humboldt County.

FISCAL ANALYSIS (AS APPROPRIATE)

If this waiver is denied, the NHUHSD may only utilize local dollars to support the student's placement at National Deaf Academy.

ATTACHMENT(S)

Attachment 1: Information from District Requesting Waiver of Child Specific/
Non Public Agency or Non Public School Certification (1 page)

Attachment 2: Northern Humboldt Union High School District Specific Waiver Request
8-7-2014 (2 pages) (Original waiver request is signed and on file in the
Waiver Office.)

Information from Districts Requesting Waivers of Child Specific / NPA or NPS Certification
 California *Education Code* Section 56366.1(a)

Waiver Number	Local Educational Agency	Period of Request	Demographics	Local Board Approval Date
8-7-2014	Northern Humboldt Union High School District	<p>Requested: 1/23/2014 to 1/23/2016</p> <p>Recommended: 1/23/2014 to 1/23/2016</p>	Student population of 2,322 located in a rural area in Humboldt County	6/2/2014

Created by California Department of Education
 September 8, 2014

California Department of Education
WAIVER SUBMISSION - Specific

CD Code: 1262687

Waiver Number: 8-7-2014

Active Year: 2014

Date In: 7/29/2014 3:58:27 PM

Local Education Agency: Northern Humboldt Union High School District
Address: 2755 McKinleyville Ave.
McKinleyville, CA 95519

Start: 1/23/2014

End: 1/23/2016

Waiver Renewal: N

Previous Waiver Number: Previous SBE Approval Date:

Waiver Topic: Special Education Program
Ed Code Title: Child Specific/ NPA or NPS Certification
Ed Code Section: 56366.1(a)
Ed Code Authority: 56101

Ed Code or *CCR* to Waive: A nonpublic, nonsectarian school or agency that seeks certification shall file an application with the Superintendent on forms provided by the department and include the following information on the application: (1) A description of the special education and designated instruction and services provided to individuals with exceptional needs if the application is for nonpublic, nonsectarian school certification. (2) A description of the designated instruction and services provided to individuals with exceptional needs if the application is for nonpublic, nonsectarian agency certification. (3) A list of appropriately qualified staff, a description of the credential, license, or registration that qualifies each staff member rendering special education or designated instruction and services to do so, and copies of their credentials, licenses, or certificates of registration with the appropriate state or national organization that has established standards for the service rendered. (4) An annual operating budget. (5) Affidavits and assurances necessary to comply with all applicable federal, state, and local laws and regulations that include criminal record summaries required of all nonpublic, nonsectarian school or agency personnel having contact with minor children under Section 44237.

Outcome Rationale: Per Settlement Agreement between LEA and the student (parent) as a result of an OAH ruling, the student was placed in the National Deaf Academy in Florida. This placement was the parents choice as it is a secure locked facility serving students who are deaf and have emotional/behavioral concerns.

Student Population: 2322

City Type: Rural

Local Board Approval Date: 6/2/2014

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Mindy Fattig
Position: SELPA Director
E-mail: mfattig@humboldt.k12.ca.us
Telephone: 707-441-2051
Fax:



California State Board of Education
Meeting Agenda Items for November 13-14, 2014

WAIVER ITEM W-14



CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2014 AGENDA

General Waiver

<p>SUBJECT</p> <p>Request by Planada Elementary School District to waive California <i>Education Code</i> sections 15102 and 15268, related to bonded indebtedness limits. Total bonded indebtedness may not exceed 1.25 percent of the taxable assessed valuation of property for elementary and high school districts. Proposition 39 of 2000 bonds limit the tax rate levy authorized in each election to \$30 per \$100,000 of assessed value for elementary and high school districts. The district is requesting 2.25 percent bonded indebtedness limit.</p> <p>Waiver Number: 5-9-2014</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input checked="" type="checkbox"/> Consent</p>
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SUMMARY OF THE ISSUES

The Planada Elementary School District's (PESD) bonded indebtedness ratio is 1.37 percent and the district is unable to issue \$1.5 million in bonds authorized in June 2014. Therefore, the district is requesting to increase the limit to 2.25 percent.

Authority for Waiver: *Education Code (EC)* Section 33050

RECOMMENDATION

Approval **Approval with conditions** **Denial**

The CDE recommends that the bonded indebtedness limits be waived with the following conditions: (1) the period of request does not exceed the recommended period on Attachment 1, (2) the total bonded indebtedness limit does not exceed the recommended new maximum shown on Attachment 1, (3) the district does not exceed the statutory tax rate, (4) the waiver is limited to the sale of bonds approved by the voters on the measure, (5) the citizens' oversight committee is established and supports the waiver and intended expenditures prior to the sale of the bonds, and (6) the district complies with the statutory requirements of Assembly Bill (AB) 182 related to school bonds which became effective January 1, 2014.

SUMMARY OF KEY ISSUES

Statutes Related to Bonded Indebtedness

To raise funds to build or renovate school facilities, with voter authorization, school districts may issue general obligation (G.O.) bonds. Prior to 2001, districts needed a two-thirds approval. In November 2000, districts were given another option for authorizing and issuing bonds when California voters passed Proposition 39, which allows school bonds to be approved with a 55 percent majority vote if the district abides by several administrative requirements, such as establishing an independent Citizens' Oversight Committee to oversee the use of the funds. Once G.O. bonds are authorized, school districts issue the bonds in increments needed to fund their facility projects. When the voters authorize a local G.O. bond, they are simultaneously authorizing a property tax increase to pay the principal and interest on the bond. For Proposition 39 bonds, *EC* sections 15268 and 15270(a) limit the tax rate levy authorized in each election to \$30 per \$100,000 of taxable property for high school and elementary school districts, and \$60 per \$100,000 for unified school districts. The *EC* does not provide tax rate levy limits for non-Proposition 39 bonds; however, an estimate of the tax rate levy required to repay the bonds is included in the voter pamphlet.

The *EC* also provides limits related to a district's total bonded indebtedness. *EC* sections 15102 and 15268 limit an elementary or high school district's total G.O. bond indebtedness to 1.25 percent of the total assessed valuation of the district's taxable property, whereas *EC* sections 15106 and 15270(a) limit a unified school district's to 2.5 percent.

Because the limits are based on assessed valuation, it can have disparate effects on districts of similar types. For example, a district with high assessed valuation can issue more in G.O. bonds before reaching the limit than a district with a similar number of students and facility needs, but a lower assessed valuation. Similarly, if property values decline, a district will see a decline in its bonding capacity.

Without a waiver, school districts that are close to their bonding capacity must issue fewer bonds, delay the issuance of bonds until their assessed valuation increases, or obtain other more expensive non-bond financing to complete their projects, the costs of which could be paid from district general funds. Therefore, the CDE has historically recommended that the SBE approve related waiver requests. However, because it is the CDE's assumption that the average voter is unaware tax rate levy limits could be changed by the SBE through a waiver process, to ensure that a waiver approval does not have an adverse effect on local approval of future bond measures, the CDE has always recommended that the waiver be approved on the condition that the statutory tax rate levies are not exceeded at the time the bonds are issued.

On October 2, 2013, Governor Brown signed AB 182 (Chapter 477, Statutes of 2013) which establishes parameters for the issuance of local education bonds that allow for the compounding of interest, including capital appreciation bonds (CABs). AB 182 requires a district governing board to do the following:

- Before the bond sale, adopt a resolution at a public meeting that includes specific criteria, including being publicly noticed on at least two consecutive meeting agendas.
- Be presented with an agenda item at a public board meeting that provides a financial analysis of the overall costs of the bonds, a comparison to current interest bonds, and reasons why the compounding interest bonds are being recommended.
- After the bond sale, present actual cost information at the next scheduled public meeting and submit the cost information of the sale to the California Debt and Investment Advisory Commission.

District's Request

The district requests that its outstanding bonded indebtedness limit be increased to an amount not to exceed 2.25 percent through and until December 31, 2023. The district wishes to issue \$1.5 million of its new 2014 G.O. Bond authorization. The district is unable to issue these bonds as their current outstanding bonded indebtedness of \$2.97 million equates to a 1.37 percent ratio which is above the state's maximum allowed of 1.25 percent. With the addition of the proposed \$1.5 million, total indebtedness would exceed \$4.4 million and represent 1.96 percent of assessed valuation.

In June of 2014, the voters approved "Measure O" which allowed for a new \$1.5 million General Obligation bond authorization. The proceeds will be used for the following projects within the Planada School District:

- a) Modernize Planada Elementary School to support student learning,
- b) Construct classrooms and student support facilities,
- c) Improve student health and safety; and,
- d) Upgrade computer technology infrastructure, and fund student and classroom technology equipment and improvements.

The majority of the \$1.5 million will be used at the Planada Elementary School. Planada Elementary School is over 60 years old and in need of major repairs and improvements.

A facility master plan was completed by the district in October 2012 which identified over \$12.8 million in facility improvement needs at the school. The PESD is requesting a waiver of the *EC* sections pertaining to the district's total bonded indebtedness limit in order to issue authorized Proposition 39 bonds approved by the voters in June 2014.

The district's current debt ratio is 1.37 percent of the assessed valuation of taxable property; therefore based on the current assessed valuation and outstanding bonds, the district cannot issue any of the \$1.5 million as it has already reached the debt ratio limit of 1.25 percent. If the waiver is approved, an increased limit on debt to assessed value of up to 1.96 percent would allow the district to issue the entire \$1.5 million in one issuance to take advantage of the historically low interest rates and minimize issuance costs. The district will remain within the tax rate limit of \$30 per \$100,000 of taxable property. The district states that it has complied with the requirements of AB 182 and does not intend to issue CABs.

The CDE has reviewed the waiver and the district's schedule of assessed valuation and principal reduction to estimate the period of time that the district will be above the 1.25 percent statutory requirement as noted on Attachment 1. The CDE recommends that the bonded indebtedness limits be waived with the following conditions: (1) the period of request does not exceed the recommended period on Attachment 1, (2) the total bonded indebtedness limit does not exceed the recommended new maximum shown on Attachment 1, (3) the district does not exceed the statutory tax rate, (4) the waiver is limited to the sale of bonds approved by the voters on the measure noted on Attachment 1, (5) the citizens' oversight committee is established and supports the waiver and intended expenditures prior to the sale of the bonds, and (6) the district complies with the statutory requirements of AB 182 related to school bonds which became effective January 1, 2014.

Demographic Information:

The PESD operates one elementary school and one middle school with a student population of 762 and is located in a rural area of Merced County.

Because this is a general waiver, if the SBE decides to deny the waiver, it must cite one of the seven reasons in EC 33051(a), available at http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=33051.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE has approved all bond limit waiver requests limited to the sale of already authorized bonds and at the tax rate levy stated on the bond measure. Note, the SBE has never approved a waiver that would allow the district to exceed the statutory tax rate levy.

FISCAL ANALYSIS (AS APPROPRIATE)

Approval of the waiver would allow the district to accelerate the issuance of voter approved bonds to avoid serious financial stress to the district's general fund.

ATTACHMENT(S)

Attachment 1: Summary Table (1 page)

Attachment 2: The Planada Elementary School District General Waiver Request 5-9-2014 (3 pages) (Original waiver request is signed and on file in the Waiver Office)

District(s) Requesting Increase in Bond Indebtedness Limits

California *Education Code (EC)* sections 15102 and 15268 prohibit elementary and high school districts from issuing bonds in excess of 1.25 percent of the assessed valuation of a district's taxable property. *EC* sections 15106 and 15270(a) prohibit unified school districts from issuing bonds in excess of 2.5 percent of the assessed valuation of a district's taxable property. *EC* sections 15268 and 15270(a) limit bonds authorized by a 55 percent majority in elementary and high school districts to \$30 per \$100,000 of taxable property per election and unified school districts to \$60 per \$100,000.

Waiver Number	District County/District Code	Period of Request	Total Bonded Indebtedness Limit and Tax Rate per \$100,000 Assessed Valuation Allowed by Law or Noted on Voter Pamphlet	District's Request	CDE Recommended (New Maximum)	Bargaining Unit, Representatives Consulted, Date/Position	Public Hearing and Local Board Approval Date Public Hearing Advertisement	Advisory Committee Consulted, Date/Position	District States it has Complied with Assembly Bill 182 Requirements
5-9-2014	Planada Elementary School District 24-65821	Requested: December 1, 2014 to December 31, 2023 Recommended: November 14, 2015 to December 31, 2015	Debt Limit 1.25% Tax Rate \$30.00 Voter Pamphlet \$30.00	Debt Limit 2.25% Tax Rate \$30.00	Debt Limit 1.96% Limited to Sale of Bonds Approved by Voters on the June 2014 Election Tax Rate \$30.00	American Federation of State County and Municipal Employees. Maggie Sanchez, President 8/22/2014 Support Planada Teachers Association CTA/NEA. Marissa Luna, President 8/21/2014 Support	Local Board Approval 9/9/2014 Public Hearing 9/9/2014 Notice posted at both District schools and Planada Post Office on 8/26/2014 & 9/5/2014	Planada English Language Advisory Council. 8/28/14 No objection Citizens' Oversight Committee In Process of being formed. Plan to have approval prior to BOE meeting date	Yes

California Department of Education
WAIVER SUBMISSION - General

CD Code: 2465821

Waiver Number: 5-9-2014

Active Year: 2014

Date In: 9/10/2014 2:19:45 PM

Local Education Agency: Planada Elementary School District
Address: 161 South Plainsburg Rd.
Planada, CA 95365

Start: 12/1/2014

End: 12/31/2023

Waiver Renewal: N

Previous Waiver Number: Previous SBE Approval Date:

Waiver Topic: School Construction Bonds
Ed Code Title: Bond Indebtedness Limit – Non-Unified after 2000
Ed Code Section: 15268
Ed Code Authority: 33050

Ed Code or CCR to Waive: 15268. The total amount of bonds issued, including bonds issued pursuant to Chapter 1 (commencing with Section 15100), shall not exceed 1.25 percent of the taxable property of the district as shown by the last equalized assessment of the county or counties in which the district is located.

Outcome Rationale: Current Need:

The District requests that its outstanding bonded indebtedness limit be increased to an amount not to exceed 2.25% through and until December 31, 2023. The District wishes to issue \$1.5 million of its new 2014 GO Bond authorization. The District is unable to issue these bonds as their current outstanding bonded indebtedness of \$2.97 million equates to a 1.37% ratio which is above the state's maximum allowed of 1.25%. With the addition of the proposed \$1.5 million, total indebtedness would exceed \$4.4 million and represent 1.96% of assessed valuation.

In June of 2014, the voters approved "Measure O" which allowed for a new \$1.5 million General Obligation bond authorization. The proceeds will be used for the following projects within the Planada School District:

- a) Modernize Planada Elementary School to support student learning;
- b) Construct classrooms and student support facilities;
- c) Improve student health and safety; and
- d) Upgrade computer technology infrastructure and fund student and classroom technology equipment and improvements.

The majority of the \$1.5 million will be used at the Planada Elementary School. Planada Elementary School is over 60 years old and in need of major repairs and improvements.

Master Plan – Projected Needs:

In 2012 the District completed and approved a Facilities Master Plan. The purpose of the plan was to provide a roadmap needed to efficiently identify and address the overall deterioration of the District. The Master Plan identified approximately \$17 million of required capital needs and improvements. The following projects have been identified as part of the Master Plan:

- a) Construct or rehabilitate classrooms and support facilities;
- b) Improve play fields and hard courts;
- c) Construct and improve library facilities;
- d) Upgrade computer technology infrastructure and fund student and classroom technology equipment and improvements, including programmed replacements over time throughout the District;
- e) Replace electrical, security, HVAC, roofing, drainage and sewer systems;
- f) Modernize and construct rest rooms and eating areas;
- g) Enhance student safety including circulation and parking; and
- h) Furnish and equip school facilities.

Student Population: 762

City Type: Rural

Public Hearing Date: 9/9/2014

Public Hearing Advertised: Posted Notice of Public Hearing at both District schools and three other public places on two different dates, August 26, 2014 and September 5, 2014. Planada Post Office 9249 Broadway Ave. Planada, CA

Local Board Approval Date: 9/9/2014

Community Council Reviewed By: District English Language Advisory Council

Community Council Reviewed Date: 8/28/2014

Community Council Objection: N

Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Mr. John Greenelee

Position: Managing Director, Caldwell Flores Winters, Inc.

E-mail: jgreenlee@cfwinc.com

Telephone: 510-596-8170

Fax:

Bargaining Unit Date: 08/22/2014
Name: American Federation of State County and Municipal Employees
Representative: Maggie Sanchez
Title: President
Position: Support
Comments:

Bargaining Unit Date: 08/21/2014
Name: Planada Teachers Association CTA/NEA
Representative: Marissa Luna
Title: President
Position: Support
Comments:



California State Board of Education
Meeting Agenda Items for November 13-14, 2014

ITEM 18



CALIFORNIA STATE BOARD OF EDUCATION NOVEMBER 2014 AGENDA

SUBJECT	
2015 English Language Arts/English Language Development Primary Adoption of Instructional Materials: Approval of Revised Schedule of Significant Events, Appointment of Reviewers, and Approval of Criteria Maps and Content Standards Maps.	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing

SUMMARY OF THE ISSUES

Education Code (EC) Section 60211 authorizes the State Board of Education (SBE) to adopt instructional materials for kindergarten and grades one to eight (K–8), inclusive, that are aligned to *California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy)* and the *California English Language Development Standards (CA ELD Standards)* in November 2015.

In accordance with statute and regulations, and as recommended by the Instructional Quality Commission (IQC), the SBE approval of the Revised Schedule of Significant Events (Revised Timeline), which extended the reviewer recruitment period to October 1, 2014 (Attachment 1) is required.

California Code of Regulations, Title 5 (5 CCR), Section 9512(a) requires that the SBE appoint Instructional Materials Reviewers (IMRs) and Content Review Experts (CREs) (Attachments 2 and 3) to serve as advisors to the IQC and the SBE in the review of instructional materials submitted for adoption.

In accordance with statute and regulations, and as recommended by the IQC, the SBE-adopted evaluation criteria and content standards for the 2015 ELA/ELD Adoption have been organized into tables called maps for convenient use by publishers, IMRs, and CREs during the adoption process and are submitted for approval (Attachment 4).

RECOMMENDATION

The California Department of Education (CDE) recommends that the SBE approve the Revised Timeline.

The CDE recommends that the SBE approve appointment of IMRs and CREs as recommended by the IQC.

The CDE recommends that the SBE approve the evaluation criteria maps and content standards maps for Program Types 1 through 4 as recommended by the IQC. The Evaluation Criteria Map and Content Standards Map for Program Type 5 are not included pending further review and approval by the Instructional Quality Commission. The Program 5 maps will then be submitted for final approval to the SBE at its January 2015 meeting.

BRIEF HISTORY OF KEY ISSUES

Shortly after the SBE approved the Timeline and the IMR and CRE Online Application for Reviewers, and were publically posted, the recruitment period for reviewers began (April 1, 2014). By the initial deadline of August 1, 2014, 127 applications had been submitted. That number of applicants falls short of the anticipated need for 220+ reviewers and necessitated extending the recruitment period to October 1, 2014. Consequently, the extension required the Timeline to be revised, which provided an opportunity to incorporate more details into existing items which were not known when the Timeline was first approved. However, the major milestones remain the same.

The second cohort of applications will be forthcoming to the SBE as a January 2015 item.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

September 2014: The IQC approved the Revised Timeline, recommended the first cohort of IMR and CRE applicants, and approved the criteria maps and content standards maps.

March 2014: The SBE approved the draft Timeline and the draft IMR and CRE Online Application for the English Language Arts/English Language Development Adoption (ELA/ELD Adoption).

November 2013: The IQC approved the draft Timeline and the draft IMR and CRE Online Application for the English Language Arts/English Language Development Adoption (ELA/ELD Adoption).

October 2013: *Education Code (EC)* Section 60211 authorized the SBE to adopt basic instructional materials for kindergarten and grades one through eight (K–8) that are aligned to the SBE-adopted content standards for English language arts and English language development no later than November 30, 2015.

November 2012: The SBE approved the revised *CA ELD Standards* that are aligned with the *CA CCSS for ELA/Literacy*.

August 2010: The SBE adopted the *CA CCSS for ELA/Literacy*, developed by the Common Core State Standards Initiative, as proposed by the California Academic Content Standards Commission (modified on March 13, 2013, per Senate Bill 1200, Statutes of 2012).

FISCAL ANALYSIS

SB 201 required the CDE to provide public notice to all publishers and manufacturers that they will be assessed a fee to offset the cost of conducting the adoption process. The CDE estimates that the cost of the upcoming ELA/ELD Adoption will be \$350,000, exclusive of staff costs.

During the spring of 2015, the CDE will collect letters of intent to participate from publishers and manufacturers of ELA/ELD instructional materials. Thereafter, the CDE will assess fees that will be payable by these entities based upon the number of programs and grade levels that they indicate will be submitted. Following receipt of the assessed fees, the CDE will begin the process of associating costs via the Department's approved accounting systems process.

ATTACHMENTS

Attachment 1: Revised Schedule of Significant Events (1 Page)

Attachment 2: Instructional Materials Reviewer applications Summary List (7 Pages: 71 applications. Full applications and resumes available in Board Room)

Attachment 3: Content Review Expert Applications Summary List (12 Pages: 55 applications. Full applications and resumes available in Board Room)

Attachment 4: 2015 ELA/ELD Adoption Criteria Maps and Content Standards Maps
(Located at <http://www.cde.ca.gov/ci/rl/im/>)
(The Evaluation Criteria Map and Content Standards Map for Program Type 5 are not included pending further review and approval by the Instructional Quality Commission. The Program 5 maps will then be submitted for final approval to the SBE at its January 2015 meeting.)

Revised: 2015 English Language Arts/English Language Development Instructional Materials Adoption Schedule of Significant Events

(Revision to be Approved by SBE at November 13–14, 2014 Meeting)

Event	Date(s)
Instructional Quality Commission (IQC) approves reviewer application and Schedule of Significant Events (Timeline)	November 21–22, 2013
Survey of publisher interest	November 2013
State Board of Education (SBE) approves reviewer application and adoption Timeline	March 12–13, 2014
Recruitment of reviewers (at least 90 days per 5 CCR §9513)	April 1 August 4 – October 1, 2014
SBE action on IQC's recommended <i>ELA/ELD Framework</i> , includes public hearing	July 9-10, 2014
Publisher Briefing: Overview of 2015 ELA/ELD Adoption Evaluation Criteria	July 30, 2014
IQC recommends reviewers and revised Timeline to SBE	September 18–19, 2014
Publisher Briefing: In-Depth Review of 2015 ELA/ELD Adoption Evaluation Criteria	October 23, 2014
SBE appoints reviewers and approves revised Timeline	November 13–14, 2014
IQC recommends reviewers and approves training materials (§9512h)	November 20–21, 2014
SBE appoints reviewers and approves training materials (§9512h)	January 14–15, 2015
Invitation to Submit Meeting (Sacramento)	January 28, 2015
Small publisher fee reduction requests due	February 11, 2015
SBE takes action on publisher fee reduction requests	March 11–12, 2015
Submission List for programs (and other forms) due by 3:00 p.m. PST	March 2, 2015
Non-refundable publisher participation fees due	April 8, 2015
Reviewer Training (2 sessions)	Session I: Facilitator Training: April 13, 2015 Reviewer Training: April 14–17, 2015 Session II: Facilitator Training: April 27, 2015 Reviewer Training: April 28–May 1, 2015
Publishers provide samples of instructional materials to reviewers and Learning Resource Display Centers	Session I: May 1, 2015 Session II: May 15, 2015
Independent Review	Session I: May 1–July 12, 2015 Session II: May 15–July 26, 2015
Reviewer Deliberations (2 sessions)	Session I: July 13–17, 2015 Session II: July 27–31, 2015
IQC holds public meeting to receive comment (5 CCR §9524(a))	August 20, 2015
IQC makes recommendation	September 24–25, 2015
SBE holds public hearing to receive comment (<i>Education Code</i> 60203 and 5 CCR §9524(b))	November 19–20, 2015
SBE takes action on recommendation	November 19–20, 2015

California Department of Education, November 2014

**2015 ELA/ELD Adoption
Cohort 1 Reviewer Applicants**

ID	Submit Date	First Name	Last Name	Position Title	Position	CA Region
Instructional Materials Reviewer						
874	2014-03-24 15:45:17	Jennifer	Frazier	classroom teacher	Reviewer	Central
878	2014-03-25 09:00:13	Debra	Schneider	Director of Instructional Media Services and Curriculum	Reviewer	North
886	2014-03-25 19:45:23	Stacy	Lucas-Yarbrough	Teacher, First Grade	Reviewer	South
888	2014-03-26 13:16:09	Jeannie	Tavolazzi	Principal	Reviewer	South
891	2014-03-26 20:20:26	APRIL	MOSBY	ELEMENTARY TEACHER	Reviewer	South
892	2014-03-27 09:40:03	Michelle	Ridgway	District Secondary English Language Arts Instructional Strategist	Reviewer	South
893	2014-03-27 13:03:05	Alejandra	Valencia	Curriculum and Instruction Specialist	Reviewer	South
894	2014-03-27 18:19:23	Jennifer	Healy	English teacher/depart ment chair	Reviewer	South
897	2014-03-28 22:17:57	Angela	Huerta	Teacher	Reviewer	South

ID	Submit Date	First Name	Last Name	Position Title	Position	CA Region
901	2014-03-30 19:04:03	Cindy	Brase	Teacher	Reviewer	South
903	2014-03-31 15:41:25	Kathleen	Quiroz West	Teacher on Assignment EL Services	Reviewer	South
904	2014-03-31 23:26:13	Seema	Sabharwal	7th grade Core teacher	Reviewer	Central
911	2014-04-03 14:25:32	Sandra	Quintero-Don	EL Secondary Instructional Expert	Reviewer	South
918	2014-04-05 23:34:14	Andrea	Olebe	Push-In Reading/Math Teacher	Reviewer	North
922	2014-04-07 15:14:33	Amy	Johnson	Ontario-Montclair Teachers Association President	Reviewer	South
928	2014-04-09 12:44:03	Greta	Stanton	Reading Recovery Teacher Leader	Reviewer	South
953	2014-04-15 23:44:15	Aura	Rodriguez	Teacher	Reviewer	South
965	2014-04-17 14:03:33	Ryan	Merold	4th Grade Teacher	Reviewer	North
1018	2014-04-20 16:16:13	Kirstin	Coronado	CSP/English Dept. Chair	Reviewer	Central
1019	2014-04-20 22:47:03	Vance	Bee	9th and 10th grade English Teacher	Reviewer	South

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1020	2014-04-23 11:35:54	Sarah	McKay	Teacher	Reviewer	South
1021	2014-04-23 12:18:56	Marisa	Burrier	5th grade teacher	Reviewer	South
1024	2014-04-28 13:19:40	Simone	Simmons	ELA/ELD Instructional Specialist	Reviewer	North
1025	2014-04-30 19:53:10	Lori	Cobe	Lead Teacher, English Department Chair. 7th and 8th Grade ELA teacher	Reviewer	South
1030	2014-05-08 15:28:40	Thomas	Soto	ELA District Instructional Specialist	Reviewer	Central
1033	2014-05-13 15:28:31	Michelle	Carr	District Instructional Specialist	Reviewer	Central
1035	2014-05-17 15:30:41	Ruth	Brown	7th/8th ELA Teacher/ELD Advanced Teacher	Reviewer	South
1036	2014-05-23 15:13:12	Kathleen	Rowlands	Professor of Secondary Education	Reviewer	South
1037	2014-05-30 14:49:22	Ashlee	Mingo	Teacher	Reviewer	North
1038	2014-05-31 00:23:30	Donna	Jordan	teacher	Reviewer	South
1040	2014-05-31 13:25:11	Deidra	Petersen	District Rtl	Reviewer	South

ID	Submit Date	First Name	Last Name	Position Title	Position	CA Region
				Coach		
1042	2014-06-08 13:34:34	Sandra	Sweeten	Teacher	Reviewer	South
1043	2014-06-10 20:51:53	Kelly	Villalobos	Teacher - Second Grade	Reviewer	North
1045	2014-06-11 13:29:04	Michele	Robinson	Instructional Specialist	Reviewer	South
1046	2014-06-11 13:41:50	Nicole	Fitch	Resource Teacher	Reviewer	South
1048	2014-06-11 18:33:51	Anne	Aranda	Teacher - 1st grade	Reviewer	North
1049	2014-06-12 11:03:34	Alyson	Beecher	Literacy Specialist	Reviewer	South
1051	2014-06-13 15:56:31	Karen	Goss	Assistant Principal	Reviewer	South
1052	2014-06-15 23:49:40	Jennifer	Clark	Director II, Humanities	Reviewer	South
1056	2014-06-17 18:20:53	Allison	Rudig	K/1 Teacher	Reviewer	North
1058	2014-06-18 17:27:13	Karin	Foster	Teacher on Special Assignment	Reviewer	South
1061	2014-06-22 16:26:53	Cassandra	Spacek	Classroom Teacher	Reviewer	North
1063	2014-06-23 12:49:17	Lucila	Nares	Literacy Coach	Reviewer	South
1065	2014-06-24 21:41:36	Ernestina	Aguilar	Teacher	Reviewer	South
1066	2014-06-26 16:48:19	Linda	Montes	Director of English Learner Department	Reviewer	North

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1067	2014-06-27 11:42:08	Jennifer	Castle	Elementary Teacher	Reviewer	North
1070	2014-06-30 07:35:50	Leslie	Wriston	English Learner Program Specialist	Reviewer	Central
1071	2014-06-30 12:52:44	Carla	Quinonez	6th grade teacher	Reviewer	Central
1072	2014-07-01 18:08:36	Kelly	Payne	High School English Teacher	Reviewer	South
1073	2014-07-02 08:03:30	Graciela	García-Torres	EL/ELD Director	Reviewer	Central
1076	2014-07-10 00:13:36	Heather	O'Keefe	teacher	Reviewer	South
1080	2014-07-11 17:25:00	Carol	Kohn	Educational Consultant	Reviewer	Central
1081	2014-07-11 18:16:04	Sarah	Greif	Sixth grade teacher	Reviewer	South
1083	2014-07-15 15:03:18	Lisa	Christensen	Teacher	Reviewer	South
1085	2014-07-17 11:15:03	O. Irene	Henderson	Practicum Supervisor	Reviewer	Central
1086	2014-07-17 14:58:12	Angela	Censoplano Holmes	Reading Specialist	Reviewer	South
1088	2014-07-18 14:17:22	Christine	Anderson	Curriculum Specialist	Reviewer	Central
1089	2014-07-21 13:16:00	Lauron	Pedroza	Elementary Instructional Strategist	Reviewer	South

ID	Submit Date	First Name	Last Name	Position Title	Position	CA Region
1090	2014-07-22 10:52:10	Tracey	Gaglio	Coordinator, Services for English Learners and Specialized Instruction	Reviewer	South
1094	2014-07-24 01:04:22	Sara	Tolle	Teacher on Special Assignment- K- 6 ELA Curriculum	Reviewer	North
1095	2014-07-24 13:11:16	Kathy	Melanese	Resource Teacher	Reviewer	South
1096	2014-07-24 15:34:26	Zandra	Galvan	Director of Curriculum and Instruction	Reviewer	North
1097	2014-07-24 16:13:51	Irma	Mudge	teacher	Reviewer	South
1098	2014-07-24 18:26:46	Doreeen	Skaggs	Teacher	Reviewer	South
1099	2014-07-24 21:07:51	Karin	de Varennes	Multilingual Coordinator II	Reviewer	North
1100	2014-07-25 16:21:51	Alexis	Conerty	Common Core Cluster Support Teacher	Reviewer	South
1101	2014-07-26 23:33:07	Marti	Kresse	3/4 grade teacher	Reviewer	South
1102	2014-07-27 21:39:22	Haley	Franks-Tucker	Teacher, ELA Grade 7	Reviewer	South
1103	2014-07-27 23:37:53	Maribel	Guzman- Negrete	LRE/Instruction Specialist	Reviewer	South

ID	Submit Date	First Name	Last Name	Position Title	Position	CA Region
1108	2014-07-31 14:24:07	Rachel	Williams	Teacher on Special Assignment, Curriculum and Instruction	Reviewer	North
1109	2014-07-31 17:06:09	Olivia	Yahya	Coordinator, Services for English Learners	Reviewer	South
1110	2014-08-01 00:19:13	Wendy	Zendejas	Teacher	Reviewer	South

**2015 ELA/ELD Adoption
Cohort 1 Reviewer Applicants**

ID	Submit Date	First Name	Last Name	Position Title	Position	CA Region
Content Review Expert						
867	2014-03-19 18:45:44	Elizabeth	Austin	Principal	Content Review Expert	Central
875	2014-03-24 18:14:05	Carol	Gallegos	ELA Curriculum Specialist	Content Review Expert	Central
876	2014-03-24 18:32:11	Lisa	Regan	Coordinator, K-12 Instruction - Division of Special Education	Content Review Expert	South
877	2014-03-24 18:47:11	Virginia	Loh-Hagan	Research Fellow	Content Review Expert	South
880	2014-03-25 11:13:01	Michelle	Smith	Instructional Coach	Content Review Expert	North
881	2014-03-25 12:39:39	Connie	Cervera	Teacher	Content Review Expert	South
882	2014-03-25 14:31:10	Maria Teresa	Romero	Academic Support Teacher	Content Review Expert	South
883	2014-03-25 15:01:11	Tandi	Lawson	7th Grade ELA/History (Core) Teacher	Content Review Expert	North
902	2014-03-31 11:59:48	Pamela	Williams	Director of Special Programs	Content Review Expert	South

ID	Submit Date	First Name	Last Name	Position Title	Position	CA Region
909	2014-04-02 19:12:55	Stephanie	Palmeri Farias	District English Learner Instructional Coach	Content Review Expert	North
919	2014-04-06 08:43:36	Molly	McCabe	Adminstrator	Content Review Expert	South
924	2014-04-08 11:15:19	Erin	Fischetti	Instructional Coach	Content Review Expert	North
943	2014-04-14 23:51:22	Nancy	Davis	teacher	Content Review Expert	Central
1022	2014-04-23 12:33:07	Laura	Gonzalez	Staff Development and Curriculum Specialist, ELA	Content Review Expert	Central
1023	2014-04-27 19:51:47	sylvia	mayer	3rd teacher	Content Review Expert	South
1026	2014-05-01 08:55:45	Estelle	Rodkoff	Teacher	Content Review Expert	North
1027	2014-05-01 18:16:42	Janis	Stallones	TSA for Common Core Transition K-12 and University Partnerships	Content Review Expert	South
1028	2014-05-04 19:41:17	Mathew	Espinosa	Teacher (8th Grade English, science, Algebra)	Content Review Expert	North
1029	2014-05-06 15:46:35	Susan	Ledoux	Education Specialist/Specch Teacher	Content Review Expert	South
1031	2014-05-12 23:21:13	Tennille	Miller	Teacher	Content Review Expert	South

ID	Submit Date	First Name	Last Name	Position Title	Position	CA Region
1032	2014-05-13 00:14:26	Samuel	Sager	8th Grade ELA Teacher	Content Review Expert	South
1034	2014-05-15 13:21:39	Allan	Stevens	Title III Instructional Coach	Content Review Expert	South
1039	2014-05-31 07:43:09	Jana	Saenz	Instructional Specialist	Content Review Expert	South
1041	2014-06-03 16:29:34	Cynthia	Cuprill	Academic Director	Content Review Expert	South
1044	2014-06-10 21:42:02	Tina	Cheuk	Project Manager	Content Review Expert	Central
1047	2014-06-11 15:00:40	Angela	Whittaker	TOSA Academic Coach	Content Review Expert	South
1050	2014-06-12 21:52:57	Sandra	Escartin	English Language Arts Advisor	Content Review Expert	South
1053	2014-06-16 10:28:14	Staci	Block	Principal	Content Review Expert	South
1054	2014-06-16 17:28:18	Lizette	Diaz	Director, English Learners	Content Review Expert	South
1055	2014-06-17 16:31:40	Stacy	Collins	7th/8th Grade ELA Teacher	Content Review Expert	South
1057	2014-06-17 23:10:27	Jennifer	Blake	6th Grade Teacher	Content Review Expert	South
1059	2014-06-21 08:18:14	Lindsay	McCormick	Reading Specialist & ELD Instructor	Content Review Expert	North

ID	Submit Date	First Name	Last Name	Position Title	Position	CA Region
1060	2014-06-21 19:42:27	Erin	Lewis Morris	Special Education Teacher	Content Review Expert	South
1062	2014-06-22 21:09:33	Lillian	Perez	Principal	Content Review Expert	South
1064	2014-06-23 16:47:40	Eric	Antuna	Coordinator, English Learner Programs	Content Review Expert	South
1068	2014-06-27 18:53:17	Juliann	Wolney	Elementary Literacy Teacher on Special Assignment	Content Review Expert	North
1069	2014-06-29 03:45:27	Kimberly	Cabral	Instructional Coach (Teacher on Special Assignment)	Content Review Expert	North
1074	2014-07-02 13:56:50	Cristina	Libatique	Assistant Principal	Content Review Expert	Central
1075	2014-07-09 13:21:18	Amy	Bodnar	Curriculum Coordinator ELA/SS/FL/Literacy	Content Review Expert	South
1077	2014-07-10 12:39:03	Tamara	Wilson	Director, K-12 English Language Arts	Content Review Expert	North
1078	2014-07-10 15:08:05	Kathe	Gonsalves	Coordinator II, Reading Implementation Center	Content Review Expert	North

ID	Submit Date	First Name	Last Name	Position Title	Position	CA Region
1079	2014-07-10 17:10:28	Wendy	Fisher	Reading Intervention	Content Review Expert	South
1082	2014-07-14 12:41:44	Sarah	Fox	Coordinator	Content Review Expert	South
1084	2014-07-16 17:32:09	Donna	Rico	kindergarten teacher	Content Review Expert	North
1087	2014-07-17 16:22:56	Arati	Nagaraj	Instructional Designer	Content Review Expert	North
1091	2014-07-23 11:20:30	Gloria	Batshoun	Curriculum Specialist English Language Development	Content Review Expert	Central
1092	2014-07-23 11:29:52	Dea	Conrad-Curry	Education Consultant	Content Review Expert	Central
1093	2014-07-23 15:29:18	Lisa	Clark	ELA/Literacy Consultant	Content Review Expert	Central
1104	2014-07-29 10:34:14	Maggie	Villegas	Director of Elementary Education	Content Review Expert	South
1105	2014-07-29 12:17:16	Susan	Smith	Administrator	Content Review Expert	South
1106	2014-07-29 14:16:39	Cheryl	Alves de Souza	Principal, High School	Content Review Expert	Central
1107	2014-07-30 17:56:34	Allen	Teng	Assistant Principal	Content Review Expert	South
1111	2014-08-01 12:23:52	Brooke	Wheeler	Department Chair	Content Review Expert	South
1112	2014-08-01 18:43:07	Lilly	Rosenberger	Academic Coach	Content Review Expert	Central

ID	Submit Date	First Name	Last Name	Position Title	Position	CA Region
Reviewer						
874	2014-03-24 15:45:17	Jennifer	Frazier	classroom teacher	Reviewer	Central
878	2014-03-25 09:00:13	Debra	Schneider	Director of Instructional Media Services and Curriculum	Reviewer	North
886	2014-03-25 19:45:23	Stacy	Lucas-Yarbrough	Teacher, First Grade	Reviewer	South
888	2014-03-26 13:16:09	Jeannie	Tavolazzi	Principal	Reviewer	South
891	2014-03-26 20:20:26	APRIL	MOSBY	ELEMENTARY TEACHER	Reviewer	South
892	2014-03-27 09:40:03	Michelle	Ridgway	District Secondary English Language Arts Instructional Strategist	Reviewer	South
893	2014-03-27 13:03:05	Alejandra	Valencia	Curriculum and Instruction Specialist	Reviewer	South
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897	2014-03-28 22:17:57	Angela	Huerta	Teacher	Reviewer	South
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ID	Submit Date	First Name	Last Name	Position Title	Position	CA Region
903	2014-03-31 15:41:25	Kathleen	Quiroz West	Teacher on Assignment EL Services	Reviewer	South
904	2014-03-31 23:26:13	Seema	Sabharwal	7th grade Core teacher	Reviewer	Central
911	2014-04-03 14:25:32	Sandra	Quintero-Don	EL Secondary Instructional Expert	Reviewer	South
918	2014-04-05 23:34:14	Andrea	Olebe	Push-In Reading/Math Teacher	Reviewer	North
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928	2014-04-09 12:44:03	Greta	Stanton	Reading Recovery Teacher Leader	Reviewer	South
953	2014-04-15 23:44:15	Aura	Rodriguez	Teacher	Reviewer	South
965	2014-04-17 14:03:33	Ryan	Merold	4th Grade Teacher	Reviewer	North
1018	2014-04-20 16:16:13	Kirstin	Coronado	CSP/English Dept. Chair	Reviewer	Central
1019	2014-04-20 22:47:03	Vance	Bee	9th and 10th grade English Teacher	Reviewer	South
1020	2014-04-23 11:35:54	Sarah	McKay	Teacher	Reviewer	South

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1021	2014-04-23 12:18:56	Marisa	Burrier	5th grade teacher	Reviewer	South
1024	2014-04-28 13:19:40	Simone	Simmons	ELA/ELD Instructional Specialist	Reviewer	North
1025	2014-04-30 19:53:10	Lori	Cobe	Lead Teacher, English Department Chair. 7th and 8th Grade ELA teacher	Reviewer	South
1030	2014-05-08 15:28:40	Thomas	Soto	ELA District Instructional Specialist	Reviewer	Central
1033	2014-05-13 15:28:31	Michelle	Carr	District Instructional Specialist	Reviewer	Central
1035	2014-05-17 15:30:41	Ruth	Brown	7th/8th ELA Teacher/ELD Advanced Teacher	Reviewer	South
1036	2014-05-23 15:13:12	Kathleen	Rowlands	Professor of Secondary Education	Reviewer	South
1037	2014-05-30 14:49:22	Ashlee	Mingo	Teacher	Reviewer	North
1038	2014-05-31 00:23:30	Donna	Jordan	teacher	Reviewer	South
1040	2014-05-31 13:25:11	Deidra	Petersen	District Rtl Coach	Reviewer	South

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1046	2014-06-11 13:41:50	Nicole	Fitch	Resource Teacher	Reviewer	South
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1066	2014-06-26 16:48:19	Linda	Montes	Director of English Learner Department	Reviewer	North

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1072	2014-07-01 18:08:36	Kelly	Payne	High School English Teacher	Reviewer	South
1073	2014-07-02 08:03:30	Graciela	García-Torres	EL/ELD Director	Reviewer	Central
1076	2014-07-10 00:13:36	Heather	O'Keefe	teacher	Reviewer	South
1080	2014-07-11 17:25:00	Carol	Kohn	Educational Consultant	Reviewer	Central
1081	2014-07-11 18:16:04	Sarah	Greif	Sixth grade teacher	Reviewer	South
1083	2014-07-15 15:03:18	Lisa	Christensen	Teacher	Reviewer	South
1085	2014-07-17 11:15:03	O. Irene	Henderson	Practicum Supervisor	Reviewer	Central
1086	2014-07-17 14:58:12	Angela	Censoplano Holmes	Reading Specialist	Reviewer	South
1088	2014-07-18 14:17:22	Christine	Anderson	Curriculum Specialist	Reviewer	Central
1089	2014-07-21 13:16:00	Lauron	Pedroza	Elementary Instructional Strategist	Reviewer	South

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1095	2014-07-24 13:11:16	Kathy	Melanese	Resource Teacher	Reviewer	South
1096	2014-07-24 15:34:26	Zandra	Galvan	Director of Curriculum and Instruction	Reviewer	North
1097	2014-07-24 16:13:51	Irma	Mudge	teacher	Reviewer	South
1098	2014-07-24 18:26:46	Doreeen	Skaggs	Teacher	Reviewer	South
1099	2014-07-24 21:07:51	Karin	de Varennes	Multilingual Coordinator II	Reviewer	North
1100	2014-07-25 16:21:51	Alexis	Conerty	Common Core Cluster Support Teacher	Reviewer	South
1101	2014-07-26 23:33:07	Marti	Kresse	3/4 grade teacher	Reviewer	South
1102	2014-07-27 21:39:22	Haley	Franks-Tucker	Teacher, ELA Grade 7	Reviewer	South
1103	2014-07-27 23:37:53	Maribel	Guzman- Negrete	LRE/Instruction Specialist	Reviewer	South

ID	Submit Date	First Name	Last Name	Position Title	Position	CA Region
1108	2014-07-31 14:24:07	Rachel	Williams	Teacher on Special Assignment, Curriculum and Instruction	Reviewer	North
1109	2014-07-31 17:06:09	Olivia	Yahya	Coordinator, Services for English Learners	Reviewer	South
1110	2014-08-01 00:19:13	Wendy	Zendejas	Teacher	Reviewer	South



California State Board of Education
Meeting Agenda Items for November 13-14, 2014

ITEM 19



CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2014 AGENDA

SUBJECT California Assessment of Student Performance and Progress: Release of 10 Percent Withheld for 2013–14 Educational Testing Service Contract.	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing
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SUMMARY OF THE ISSUE(S)

Per California *Education Code* Section 60643, the California Department of Education (CDE) withholds 10 percent from progress payments invoiced for each component task in the California Assessment of Student Performance and Progress (CAASPP) contract with Educational Testing Service (ETS).

The CAASPP contract establishes the process and criteria by which the CDE recommends, and the State Board of Education (SBE) approves the annual release of the 10 percent withheld from progress payments.

The CAASPP contract component task completion criteria are listed in Attachment 1, and the approved contract provisions regarding the annual determination of successful completion of component tasks are outlined in Attachment 2.

RECOMMENDATION

The CDE recommends that the SBE release progress payment withholdings (10 percent) for all contract component tasks related to all tests as part of the 2013–14 CAASPP contract with ETS, pending completion of all contract component tasks for the 2014 CAASPP test administration through December 2014.

BRIEF HISTORY OF KEY ISSUES

The CDE has reviewed and determined that ETS has satisfactorily performed all the contract component tasks for both the computer-based Smarter Balanced Field Test and the paper-pencil CAASPP tests during the 2014 test administration to date, pending completion of all contract requirements through December 2014, and, therefore, is recommending approval of the 10 percent release. If ETS fails to satisfactorily perform any component tasks, the CDE will recommend further action by the SBE at its next regular meeting regarding releasing the 10 percent of funds.

In October 2013, per Assembly Bill 484 (Bonilla), the Standardized Testing and Reporting (STAR) assessment contract with ETS for the STAR 2013–14 test administration was amended to administer the CAASPP. The SBE approved amending the contract in November 2013 and again in July 2014. The 2013–14 CAASPP test administration was composed of (1) a field test of the computer-based Smarter Balanced consortium summative assessments for English-language arts (ELA) and mathematics for grades three through eight, and grade eleven; (2) the California Standards Tests and California Modified Assessments for science in grades five, eight, and ten; (3) the California Alternate Performance Assessment (CAPA) in grades two through eleven for ELA and mathematics and CAPA science in grades five, eight, and ten; and (4) the Early Assessment Program in grade eleven for ELA and mathematics.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In November 2013, the SBE heard discussion and approved agreed-upon amendments to the STAR assessment contract to transition to the new CAASPP assessment system.

FISCAL ANALYSIS (AS APPROPRIATE)

The funds to be released were withheld during 2013–14 from invoices paid with existing STAR (now CAASPP) assessment contract funding, shown in Attachment 3. The CDE recommends the release of \$5,120,681.40. Any portion of the funds withheld during 2013–14 that are not released will revert back to the state General Fund and cannot be used for any other purpose. The reversion date for fiscal year 2013–14 funding is June 30, 2016.

ATTACHMENT(S)

Attachment 1: Completion Criteria (4 Pages)

Attachment 2: California Assessment of Student Performance and Progress Process for Determination of Successful Completion of Component Tasks (1 Page)

Attachment 3: California Assessment of Student Performance and Progress Contract 2014 Test Administration Component Task Budget (1 Page)

Attachment 3 to Exhibit C
Contract 5417, Educational
Testing Service (ETS)

Completion Criteria

The criteria by which the California Department of Education (CDE) recommends and the State Board of Education (SBE) will determine successful completion of each component task for payment of the final 10 percent is set forth in the following table.

**CRITERIA FOR SUCCESSFUL COMPLETION OF COMPONENT TASKS
2007 through 2014 Test Administrations**

COMPONENT TASK	CRITERIA	COMPLETION DATE SPECIFIED IN AGREEMENT
3.1 Component Task 1 Comprehensive Plan and Schedule for Project Deliverables and Activities	<ul style="list-style-type: none"> • CDE received written results of the quality control audit. <p>Delivered all electronic data files, documentation, and materials developed for the Standardized Testing and Reporting (STAR) Program to the bidder designated by the SBE in 2014.</p>	<ul style="list-style-type: none"> • December 31, 2007 and each subsequent year • December 31, 2014
3.2 Component Task 2 Program Support Services	<ul style="list-style-type: none"> • All materials specified were developed and distributed to local educational agencies (LEAs) within the specified timelines. • The California Technical Assistance Center processed all district orders as specified and responded to district requests for assistance. • CDE received electronic files and other reports as specified. 	<ul style="list-style-type: none"> • July 30, 2007 and each subsequent year • December 31 of each year • December 31 of each year
3.3 Component Task 3 Test Security Measures	<ul style="list-style-type: none"> • Completed on-site visits of schools before, during, and after testing (for the 2007 through 2009 administrations only). • All test items, test materials, electronic files, and data were developed, used, transferred, delivered, and maintained in a secure manner. 	<ul style="list-style-type: none"> • October 15, 2007 and each subsequent (for the 2007 through 2009 administrations only). • October 15, 2007 and each subsequent year

COMPONENT TASK	CRITERIA	COMPLETION DATE SPECIFIED IN AGREEMENT
3.3 Component Task 3 Test Security Measures (cont.)	<ul style="list-style-type: none"> • Provided the CDE with summary reports of the results of each security breach investigation. • Provided the CDE with a complete report of each investigation. 	<ul style="list-style-type: none"> • Within 10 working days of a security breach being reported • September 1 of each year
3.4 Component Task 4 Norm-referenced Test	<ul style="list-style-type: none"> • Norm-referenced test was administered to students in grades 3 and 7 only (for 2007 and 2008 administrations only). 	Within the California Standards Tests testing window each year for 2007 and 2008 administrations only
3.5 Component Task 5 Electronic Item Bank, Data Management, and Documentation	<ul style="list-style-type: none"> • Delivered to the CDE all test items in the item bank, including existing items as well those newly developed. 	<ul style="list-style-type: none"> • December 31 of each year
3.6 Component Task 6 Item and Task Development	<ul style="list-style-type: none"> • Developed for all grades and subjects the number of test items agreed upon under the contract. • The minimum number of items developed were field-tested and have adequate technical characteristics, as defined in the contract, to be used on operational tests. • A review of the scaling and equating processes showed them to meet or exceed industry standards. • The performance level settings generated results for all content areas and performance levels were reported to schools, districts, counties, and the state. 	<ul style="list-style-type: none"> • December 31 of each year • December 31 of each year
3.7 Component Task 7 Test Form, Test Booklet, and Answer Document Construction	<ul style="list-style-type: none"> • Test forms conformed to industry standards and Universal Design principles. • Answer documents allowed for demographic and identification data required by statute and regulations. 	<ul style="list-style-type: none"> • March 31 of each year • March 31 of each year

COMPONENT TASK	CRITERIA	COMPLETION DATE SPECIFIED IN AGREEMENT
3.8 Component Task 8 Pre-Identification and Ordering	<ul style="list-style-type: none"> • Pre-identification data were processed in a timely manner to LEAs. • All orders were processed and were processed in a timely manner. 	<ul style="list-style-type: none"> • December 31 of each year • December 31 of each year
3.9 Component Task 9 Test Materials Production and Packaging	<ul style="list-style-type: none"> • All test materials required for the program were produced on time in quantities sufficient for conducting the annual STAR testing in all districts, with no more than 0.5 percent printing or collating errors reported. • The CDE received copies of all tests materials. 	<ul style="list-style-type: none"> • September 30, 2007 and each subsequent year • February 15 of each year
3.10 Component Task 10 Delivery and Collection of Test Materials	<ul style="list-style-type: none"> • Test materials were delivered to and retrieved from districts within the regulatory time and by the statutory limit. 	<ul style="list-style-type: none"> • September 30, 2007 and each subsequent year
3.11 Component Task 11 Test Processing, Scoring, and Analysis	<ul style="list-style-type: none"> • All tests were correctly processed and scored within timelines specified in this scope of work. • Data analysis was completed as specified. • Mark Discrimination Report delivered to CDE (for 2007 and 2008 administrations only). • Returned materials reports were delivered to the CDE. • Demographic edit reports were delivered to the CDE. 	<ul style="list-style-type: none"> • August 31, 2007 and each subsequent year • August 31, 2007 and each subsequent year • August 31, 2007 and each subsequent year (for 2007 and 2008 administrations only). • September 30, 2007 and each subsequent year • Biweekly June through September of each year

COMPONENT TASK	CRITERIA	COMPLETION DATE SPECIFIED IN AGREEMENT
3.12 Component Task 12 Reporting Test Results to LEAs	<ul style="list-style-type: none"> • Accurate and complete reports of test results as required in statute were provided to all LEAs. 	<ul style="list-style-type: none"> • No later than August 8 of each year or within five weeks of receipt of processable answer documents or completion of requirements in annual scoring specifications
3.13 Component Task 13 Reporting Test Results to CDE	<ul style="list-style-type: none"> • Accurate state-level reports of test results were provided to the CDE. • Complete and accurate Internet files were posted within statutory timelines, including results for all students and all subgroups. 	<ul style="list-style-type: none"> • Preliminary complete files by August 8 of each year • Final files by November 8 of each year
3.14 Component Task 14	<ul style="list-style-type: none"> • Annual Technical Report was received by the CDE. • Data files to use for apportionment purposes were received by the CDE. 	<ul style="list-style-type: none"> • December 31 of each year • September 1 of each year

Note: There are no specific completion criteria for the Smarter Balanced Field Test other than requirements and deliverables specified in the approved scope of work. No additional completion requirements were added to the amended contract.

California Assessment of Student Performance and Progress Process for Determination of Successful Completion of Component Tasks

California *Education Code* Section 60643 requires:

- The California Department of Education (CDE) to withhold no less than 10 percent of the amount budgeted for each separate and distinct component task provided for in the California Assessment of Student Performance and Progress (CAASPP) contract pending final completion of all component tasks
- The CAASPP contract to establish the process and criteria by which the successful completion of each component task will be recommended by the CDE and approved by the State Board of Education (SBE)

The approved CAASPP contract is the result of a collaborative process involving SBE staff, the SBE testing liaisons, the CDE, and Educational Testing Service (ETS). It includes the following contract provisions regarding the annual determination of successful completion of component tasks:

- On or before the annual November SBE meeting, the CDE shall present to the SBE for its consideration a recommendation regarding the performance of ETS for the SBE's initial determination as to whether ETS has substantially complied with the terms and conditions of the agreement with the CDE.
- The criteria by which the CDE will recommend SBE adoption to determine successful completion of each component task for payment of the 10 percent are set forth in Attachment 1.
- Once the SBE has determined that ETS has successfully completed a component task, the 10 percent withheld from invoices for the component task for the prior fiscal year may be released by the CDE.
- In the event that the SBE determines that ETS has not substantially complied with the terms and conditions of the agreement with the CDE, the SBE shall, within ten days of its determination, notify ETS and the CDE, in writing, of which component task(s) the SBE has determined that ETS allegedly has failed to substantially perform; and a description of the failure shall be included. ETS shall submit an invoice for all tasks that are not set forth in the notice, and the invoice shall be paid within 30 days of receipt. ETS shall have ten days from receipt of the notice to respond in writing, and the response shall be promptly circulated to the CDE and each member of the SBE.
- At its next scheduled meeting, the SBE shall offer the CDE and ETS an opportunity to make any final oral presentation to the SBE regarding the alleged failures. At the same meeting, the SBE shall decide which component tasks, if any, ETS has failed to complete. ETS shall invoice the CDE for the remaining amount due to ETS, and the invoice shall be paid within 30 days of receipt.

**California Assessment of Student Performance and Progress Contract
2014 Test Administration Component Task Budget**

The California Department of Education (CDE) recommends releasing a total of \$5,120,681.40 to Educational Testing Service from funds withheld during the 2014 test administration.

Component Task Scope of Work D, Exhibit A.9	Total 2014 Administration Budget	Amount Paid/ To Be Paid from Progress Payments*	10 Percent Withheld Pending Release	Recommended Release
1 Overall Program Administration	\$1,552,944	\$1,397,649.60	\$155,294.40	\$155,294.40
2 Test Security Measures	\$153,107	\$137,796.30	\$15,310.70	\$15,310.70
3 Smarter Balanced Field Test	\$33,300,656	\$29,970,590.40	\$3,330,065.60	\$3,330,065.60
4A Assessment Support to local educational agencies (paper-pencil)	\$488,362	\$439,525.80	\$48,836.20	\$48,836.20
4B Item Bank/Data Management/Documentation	\$87,945	\$79,150.50	\$8,794.50	\$8,794.50
4C Test Materials Production/Packaging/ Shipping	\$4,984,421	\$4,485,978.90	\$498,442.10	\$498,442.10
4D Pre-Identification and Ordering	\$785,053	\$706,547.70	\$78,505.30	\$78,505.30
4E Delivery and Collection of Test Materials	\$1,016,535	\$914,881.50	\$101,653.50	\$101,653.50
4F Test Processing, Scoring, and Analysis	\$6,230,540	\$5,607,486.00	\$623,054.00	\$623,054.00
4G Reporting Results to Local Educational Agencies	\$1,426,893	\$1,284,203.70	\$142,689.30	\$142,689.30
4H Reporting Results to CDE	\$79,469	\$71,522.10	\$7,946.90	\$7,946.90
4I Technical Report/Other Reports/Analyses	\$186,197	\$167,577.30	\$18,619.70	\$18,619.70
5 Systems and Support for Optional Tests (one-time)	\$914,692	\$823,222.80	\$91,469.20	\$91,469.20
Totals	\$51,206,814	\$46,086,132.60	\$5,120,681.40	\$5,120,681.40

*Pending completion of all contract component tasks for the 2014 test administration through December 2014.



California State Board of Education
Meeting Agenda Items for November 13-14, 2014

ITEM 20



CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2014 AGENDA

SUBJECT	
Approval of the Charter School Numbers Assigned to Newly Established Charter Schools.	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing

SUMMARY OF THE ISSUE(S)

The State Board of Education (SBE) is responsible for assigning a number to each approved charter petition. California Department of Education (CDE) staff present this routine request for assignment of charter numbers as a standard action item.

RECOMMENDATION

The CDE recommends that the SBE assign charter numbers to the charter schools identified in Attachment 1.

BRIEF HISTORY OF KEY ISSUES

Since the charter school law was enacted in 1992, the SBE has assigned numbers to 1,699 charter schools, including some approved by the SBE after denial by local educational agencies. Separate from that numbering system, eight all-charter districts that currently serve a total of 18 school sites, have been jointly approved by the State Superintendent of Public Instruction and the SBE.

California *Education Code (EC)* 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 stays within a statutory cap on the total number of charter schools authorized to operate. The cumulative statutory cap of the fiscal year 2014–15 is 1,850. The statutory cap is not subject to waiver.

The charter schools listed in Attachment 1 were recently approved by local boards of education as noted. Copies of the charter petitions are on file in the Charter Schools Division.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE is responsible for assigning a number to each approved charter petition. The CDE presents this routine request for assignment of charter numbers as a standard action item.

FISCAL ANALYSIS (AS APPROPRIATE)

There is no fiscal impact to the state resulting from the assignment of numbers to recently authorized charter schools.

ATTACHMENT(S)

Attachment 1: Assignment of Numbers for Charter School Petitions (1 page)

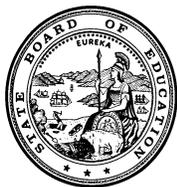
Assignment of Numbers for Charter School Petitions

Number	Term	Charter Name	County	Authorizing Entity	Classroom Based/ Nonclassroom Based	Effective Date
1700	2014-19	SIATech Academy South	Los Angeles	Acton-Agua Dulce Unified School District	Nonclassroom Based	7/1/14
1701	2014-19	GOALS Academy	Orange	Anaheim City School District	Classroom Based	7/1/14



California State Board of Education
Meeting Agenda Items for November 13-14, 2014

ITEM 21



CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2014 AGENDA

SUBJECT	
Consideration of a Retroactive Request for Determination of Funding as Required for Nonclassroom-based Charter Schools Pursuant to California <i>Education Code</i> Sections 47612.5 and 47634.2, and Associated <i>California Code of Regulations</i> , Title 5.	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing

SUMMARY OF THE ISSUE

California *Education Code (EC)* sections 47612.5 and 47634.2 established the eligibility requirements for apportionment funding for charter schools that offer nonclassroom-based instruction. The statutes specify that a charter school may receive apportionment funding for nonclassroom-based instruction only if a determination of funding is made by the State Board of Education (SBE). The California Department of Education (CDE) reviews a charter school's determination of funding request and presents it for consideration to the Advisory Commission on Charter Schools (ACCS), pursuant to relevant *California Code of Regulations*, Title 5 (5 *CCR*).

Pursuant to 5 *CCR*, Section 11963.6(c), any determination of funding request approved by the SBE for an existing nonclassroom-based charter school must be prospective (not for the current year). Yuba City Charter School (YCCS) did not submit its completed request by the regulatory filing deadline and was required to request a waiver for SBE approval to allow the charter school to request a non-prospective funding determination.

A waiver for YCCS was submitted to the SBE requesting approval for a non-prospective funding determination. The waiver was approved by the SBE at its September 2014 meeting.

RECOMMENDATION

The CDE recommends that the SBE approve the determination of funding for YCCS as listed in Attachment 1.

Advisory Commission on Charter Schools Recommendation

At the April 2014 ACCS meeting, the ACCS voted to move the CDE's recommendation to the SBE for a 100 percent determination of funding for YCCS, with the condition that YCCS receives an SBE-approved waiver to allow consideration to include non-prospective fiscal years for YCCS's requested determination effective period.

BRIEF ANALYSIS OF THE ISSUE

Pursuant to 5 *CCR* Section 11963.4(a), a nonclassroom-based charter school may qualify for either 70 percent, 85 percent, 100 percent full funding, or may be denied. To qualify for a proposed recommendation of 100 percent funding, a nonclassroom-based charter school must meet the following criteria:

- At least 40 percent of the school's public revenues are to be spent on salaries and benefits for all employees who possess a valid teaching certificate.
- At least 80 percent of all revenues are to be spent on instruction and instruction related services.
- The ratio of average daily attendance for independent study pupils to full-time certificated employees does not exceed a pupil-teacher ratio of 25:1 or the pupil-teacher ratio of the largest unified school district in the county or counties in which the charter school operates.

Pursuant to 5 *CCR*, Section 11963.6(c), any determination of funding request approved by the SBE for an existing nonclassroom-based charter school must be prospective (not for the current year) and in increments of a minimum of two years and a maximum of five years in length.

Based on the information reported by the charter school and pursuant to 5 *CCR* Section 11963.4(a), the CDE finds that YCCS meets the criteria for a proposed recommendation of 100 percent. The funding determination request is provided in Attachment 1 of Agenda Item 8 on the ACCS April 9, 2014, Meeting Notice for the ACCS Web page located at <http://www.cde.ca.gov/be/cc/cs/accsnotice040914.asp>.

The ACCS recommendation was approved with the condition that YCCS receive an SBE-approved waiver to allow consideration to include non-prospective fiscal years (FYs) for YCCS's requested determination effective period. In its waiver request, YCCS requested consideration for FYs 2012–13 through 2014–15; however, the CDE's recommendation was for FY 2012–13 and FY 2014–15. CDE staff confirmed that YCCS certified its FY 2013–14 second period report of average daily attendance to CDE which reflected that YCCS met the definition of classroom-based instruction and would not need a funding determination, thereby making a waiver for FY 2013–14 unnecessary.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

At its September 2014 meeting, the SBE approved the CDE's recommendation to approve Yuba City Unified School District's request to waive specific portions of 5 *CCR*, Section 11963.6(c), which allows YCCS to submit a determination of funding request for the non-prospective fiscal periods of July 1, 2012, to June 30, 2013, and July 1, 2014, to June 30, 2015.

The SBE is responsible for approving a determination of funding to establish eligibility for apportionment funding for all charter schools that offer nonclassroom-based instruction. The CDE notes that this request is a recurring action item for the SBE.

FISCAL ANALYSIS (AS APPROPRIATE)

If approved, the charter school listed in Attachment 1 would receive apportionment funding under the charter school block grant funding model for FY 2012–13 and the Local Control Funding Formula model for FY 2014–15.

ATTACHMENT

Attachment 1: California Department of Education Proposed Determination of Funding Recommendation (1 Page)

**California Department of Education
 Proposed Determination of Funding Recommendation**

CDS Code	Charter School Authorizer	County	Charter School / Charter Number	First Year of Operation	Charter School Funding Determination Request	CDE Recommendation Funding Determination and Years
51-71464-5130125	Yuba City Unified	Sutter	Yuba City Charter School / 0289	2000-01	100% for 3 years (2012-13 through 2014-15)	*100% for 2 Years (2012-13 and 2014-15)

*At its April 2014 meeting, the Advisory Commission on Charter Schools approved the charter school's determination of funding request with a condition that the charter school receives an SBE-approved waiver to allow consideration to include non-prospective fiscal years. At its September 2014 meeting, the State Board of Education approved a request to waive specific portions of 5 *California Code of Regulation*, Section 11963.6(c), for two fiscal years, FYs 2012-13 and 2014-15, as recommended by the California Department of Education (CDE). CDE staff confirmed that Yuba City Charter School (YCCS) certified its FY 2013-14 second period report of average daily attendance to CDE which reflected that YCCS met the definition of classroom-based instruction and would not need a funding determination, thereby making a waiver for FY 2013-14 unnecessary.



California State Board of Education
Meeting Agenda Items for November 13-14, 2014

ITEM 22



CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2014 AGENDA

SUBJECT Approval of 2014–15 Consolidated Applications.	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing
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SUMMARY OF THE ISSUE(S)

Each local educational agency (LEA) must submit a complete and accurate Consolidated Application (ConApp) for each fiscal year in order for the California Department of Education (CDE) to send funding to LEAs for any or all of the categorical funds contained in the ConApp for which they are eligible. The ConApp is the annual fiscal companion to the LEA Plan. The State Board of Education (SBE) is asked to annually approve ConApps for approximately 1,700 school districts, county offices of education, and direct-funded charter schools.

RECOMMENDATION

The CDE recommends that the SBE approve the 2014–15 ConApps submitted by LEAs in Attachment 1.

BRIEF HISTORY OF KEY ISSUES

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. Prior to receiving funding, the LEA must also have an SBE-approved LEA Plan that satisfies SBE and CDE criteria for utilizing federal categorical funds.

Approximately \$2.9 billion of federal funding is distributed annually through the ConApp process. The 2014–15 ConApp consists of six federal-funded programs. The funding sources include:

- Title I, Part A Basic Grant (Low Income);
- Title I, Part D (Delinquent);
- Title II, Part A (Teacher Quality);
- Title III, Part A (Immigrant);
- Title III, Part A (Limited English Proficient Students); and
- Title VI, Part B (Rural, Low-Income).

The CDE provides the SBE with two levels of approval recommendations. Regular approval is recommended when an LEA has submitted a correct and complete ConApp, Spring Release, and has no outstanding noncompliant issues or is making satisfactory progress toward resolving one or two noncompliant issues that are fewer than 365 days noncompliant. Conditional approval is recommended when an LEA has submitted a correct and complete ConApp, Spring Release, but has one or more noncompliant issues that is/are unresolved for over 365 days. Conditional approval by the SBE provides authority to the LEA to spend its categorical funds under the condition that it will resolve or make significant progress toward resolving noncompliant issues. In extreme cases, conditional approval may include the withholding of funds.

Attachment 1 identifies the LEAs that have no outstanding noncompliant issues or are making satisfactory progress toward resolving one or two noncompliant issues that are fewer than 365 days noncompliant. The CDE recommends regular approval of the 2014–15 ConApp for these 96 LEAs. Attachment 1 also includes ConApp entitlement figures from school year 2013–14 because the figures for 2014–15 have not yet been determined. Fiscal data are absent if an LEA is new or is a charter school applying for direct funding for the first time.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

To date, the SBE has approved 2014–15 ConApps for 1,526 LEAs. Attachment 1 represents the second set of 2014–15 ConApps presented to the SBE for approval.

FISCAL ANALYSIS (AS APPROPRIATE)

The CDE provides resources to track the SBE approval status of the ConApps for approximately 1,700 LEAs. The cost to track the noncompliant status of LEAs related to programs within the ConApp is covered through a cost pool of federal funds. CDE staff communicate with LEA staff on an ongoing basis to determine the evidence needed to resolve issues, review the evidence provided by LEA staff, and maintain a tracking system to document the resolution process.

ATTACHMENT(S)

Attachment 1: Consolidated Applications List (2014–15) – Regular Approvals (4 pages)

Consolidated Applications List (2014–15) – Regular Approvals

The following 96 local educational agencies have submitted a correct and complete Consolidated Application (ConApp), Spring Release, and have no outstanding noncompliance issues or are making satisfactory progress toward resolving one or two noncompliant issues that are fewer than 365 days noncompliant. The California Department of Education (CDE) recommends regular approval of these applications.

CDS Code	Local Educational Agency Name	Total 2013–14 ConApp Entitlement	2013–14 Total Entitlement Per Student	Total 2013–14 Title I Entitlement	2013–14 Entitlement Per Free and Reduced Lunch K-12 Student
39686270128553	Acacia Elementary Charter	\$963	\$0	\$0	\$0
39686270128546	Acacia Middle Charter	\$275	\$0	\$0	\$0
01100170000000	Alameda County Office of Education	\$1,519,462	\$3,178	\$1,513,249	\$5,648
19647330124941	Alliance Margaret M. Bloomfield Technology Academy High	\$0	\$0	\$0	\$0
10619940000000	Alvina Elementary	\$90,534	\$517	\$79,646	\$633
23655400000000	Anderson Valley Unified	\$244,545	\$439	\$197,363	\$550
36750770000000	Apple Valley Unified	\$3,613,704	\$278	\$3,035,399	\$417
36738580000000	Baker Valley Unified	\$46,896	\$275	\$37,419	\$308
42691040000000	Ballard Elementary	\$14,109	\$118	\$10,194	\$14,109
24656490000000	Ballico-Cressey Elementary	\$138,992	\$395	\$110,081	\$581
19642950000000	Bassett Unified	\$1,562,289	\$377	\$1,177,838	\$417
01611190130625	Bay Area School of Enterprise	\$46,951	\$335	\$45,819	\$361
55751840000000	Big Oak Flat-Groveland Unified	\$93,218	\$281	\$69,669	\$414
07616550000000	Brentwood Union Elementary	\$664,311	\$78	\$453,213	\$285
07616630000000	Byron Union Elementary	\$154,515	\$95	\$134,397	\$345
28662410000000	Calistoga Joint Unified	\$150,740	\$186	\$85,118	\$250
37680070000000	Cardiff Elementary	\$92,494	\$119	\$62,656	\$994
34739730000000	Center Joint Unified	\$1,107,917	\$214	\$934,919	\$389
37683383730959	Charter School of San Diego	\$451,394	\$246	\$395,771	\$294
50710500000000	Chatom Union	\$263,369	\$405	\$187,934	\$511
29663240000000	Clear Creek Elementary	\$29,662	\$179	\$17,783	\$494
33736760000000	Coachella Valley Unified	\$10,808,440	\$580	\$8,979,044	\$665
42691610000000	Cold Spring Elementary	\$17,764	\$111	\$13,435	\$0
31667950000000	Colfax Elementary	\$75,632	\$216	\$54,841	\$417
37680310000000	Coronado Unified	\$205,364	\$66	\$147,183	\$950
42750100000000	Cuyama Joint Unified	\$106,487	\$432	\$85,498	\$563

CDS Code	Local Educational Agency Name	Total 2013–14 ConApp Entitlement	2013–14 Total Entitlement Per Student	Total 2013–14 Title I Entitlement	2013–14 Entitlement Per Free and Reduced Lunch K-12 Student
54755310000000	Dinuba Unified	\$2,616,339	\$405	\$2,166,160	\$499
15751680000000	El Tejon Unified	\$292,059	\$376	\$245,500	\$633
43694274330726	Escuela Popular Accelerated Family Learning	\$138,961	\$421	\$112,715	\$524
43694270107151	Escuela Popular/Center for Training and Careers, Family Learning	\$0	\$0	\$0	\$0
33671570125666	Excel Prep Charter - IE	\$120,279	\$189	\$117,595	\$260
54768360000000	Exeter Unified	\$786,959	\$261	\$605,925	\$441
23655650000000	Fort Bragg Unified	\$475,029	\$261	\$354,111	\$403
43694680000000	Fremont Union High	\$262,447	\$24	\$0	\$162
30665220000000	Garden Grove Unified	\$15,297,700	\$325	\$11,249,910	\$421
29663320000000	Grass Valley Elementary	\$569,963	\$335	\$468,984	\$611
49707220000000	Guerneville Elementary	\$111,305	\$397	\$82,319	\$625
50710920000000	Hart-Ransom Union Elementary	\$144,503	\$137	\$103,519	\$222
28662580000000	Howell Mountain Elementary	\$39,980	\$416	\$30,146	\$815
10101080111682	Hume Lake Charter	\$9,290	\$132	\$9,050	\$244
33103300125385	Imagine Schools, Riverside County	\$1,116	\$0	\$0	\$0
14101400000000	Inyo County Office of Education	\$2,841	\$0	\$0	\$0
49709126116958	Kid Street Learning Center Charter	\$19,995	\$285	\$19,485	\$317
07617050000000	Knightsen Elementary	\$33,678	\$71	\$26,509	\$153
24657220000000	Le Grand Union Elementary	\$151,750	\$364	\$119,495	\$427
39685770000000	Linden Unified	\$625,341	\$271	\$501,927	\$483
01612000107839	Livermore Valley Charter	\$986	\$0	\$0	\$0
01766530120931	Livermore Valley Charter Preparatory High	\$773	\$0	\$0	\$0
24657550000000	Los Banos Unified	\$2,394,288	\$240	\$1,885,231	\$321
42692450000000	Los Olivos Elementary	\$21,697	\$103	\$12,231	\$1,276
36750510000000	Lucerne Valley Unified	\$369,352	\$477	\$296,778	\$561
19647330117648	Magnolia Science Academy 6	\$20,182	\$141	\$19,701	\$203
38767520123505	Mission Preparatory	\$50,659	\$326	\$49,903	\$386
36678270111807	Mojave River Academy	\$24,038	\$0	\$0	\$0
54720090000000	Monson-Sultana Joint Union Elementary	\$231,949	\$538	\$187,902	\$635
36677930000000	Mt. Baldy Joint Elementary	\$2,849	\$21	\$0	\$178
19647330102541	New Designs Charter	\$262,928	\$324	\$218,957	\$339
19647330120071	New Designs Charter School-Watts	\$111,934	\$251	\$109,905	\$262

CDS Code	Local Educational Agency Name	Total 2013–14 ConApp Entitlement	2013–14 Total Entitlement Per Student	Total 2013–14 Title I Entitlement	2013–14 Entitlement Per Free and Reduced Lunch K-12 Student
35675040000000	North County Joint Union Elementary	\$103,752	\$133	\$87,196	\$293
01612596117972	North Oakland Community Charter	\$11,994	\$53	\$11,612	\$255
30666700106567	Nova Academy	\$117,810	\$253	\$115,584	\$311
33736760121673	NOVA Academy - Coachella	\$68,059	\$302	\$66,934	\$365
49708470000000	Old Adobe Union	\$264,077	\$158	\$155,974	\$353
42692454230199	Olive Grove	\$377	\$0	\$0	\$0
10623310000000	Orange Center	\$292,549	\$860	\$244,395	\$995
36678270000000	Oro Grande Elementary	\$80,654	\$38	\$58,031	\$55
04615070000000	Oroville City Elementary	\$1,117,331	\$431	\$908,700	\$552
10623560000000	Pacific Union Elementary	\$270,797	\$729	\$238,186	\$848
29768770000000	Penn Valley Union Elementary	\$0	\$0	\$0	\$0
09619520000000	Placerville Union Elementary	\$353,972	\$275	\$263,150	\$507
41689810000000	Portola Valley Elementary	\$27,724	\$0	\$0	\$0
19647330109553	PUC CA Academy for Liberal Studies Early College High	\$98,850	\$383	\$97,746	\$489
37684370101220	RAI Online Charter	\$29,461	\$171	\$28,783	\$286
31750856118392	Rocklin Academy	\$1,392	\$0	\$0	\$0
31750850114371	Rocklin Academy at Meyers Street	\$172	\$0	\$0	\$0
27661750000000	San Ardo Union Elementary	\$216,154	\$1,912	\$197,236	\$1,929
38103890000000	San Francisco County Office of Education	\$542,392	\$1,120	\$535,302	\$2,725
33672496114748	San Jacinto Valley Academy	\$2,662	\$0	\$0	\$0
40688250000000	San Miguel Joint Union	\$326,909	\$528	\$288,953	\$793
37683790000000	San Ysidro Elementary	\$1,897,324	\$371	\$1,221,404	\$496
42693280000000	Santa Ynez Valley Union High	\$72,437	\$70	\$49,856	\$292
49709380000000	Sebastopol Union Elementary	\$251,152	\$439	\$205,290	\$988
27754400000000	Soledad Unified	\$1,204,793	\$251	\$877,183	\$278
42693360000000	Solvang Elementary	\$68,880	\$107	\$33,992	\$197
55723710000000	Sonora Elementary	\$202,843	\$292	\$150,621	\$614
37681303731262	Steele Canyon High	\$4,987	\$0	\$0	\$0
39686760124958	TEAM Charter	\$138,049	\$387	\$135,858	\$434
55724210000000	Twain Harte	\$100,634	\$351	\$73,234	\$524
29664150000000	Twin Ridges Elementary	\$145,221	\$1,383	\$112,635	\$1,669
42693440000000	Vista del Mar Union	\$2,793	\$0	\$0	\$0

CDS Code	Local Educational Agency Name	Total 2013–14 ConApp Entitlement	2013–14 Total Entitlement Per Student	Total 2013–14 Title I Entitlement	2013–14 Entitlement Per Free and Reduced Lunch K-12 Student
31750850119487	Western Sierra Collegiate Academy	\$841	\$0	\$0	\$0
58727690000000	Wheatland Union High	\$85,129	\$113	\$73,522	\$327
19646340101667	Wilder's Preparatory Academy Charter	\$114,230	\$295	\$112,501	\$383
19646340116822	Wilder's Preparatory Academy Charter Middle	\$1,059	\$0	\$0	\$0
19768690000000	Wiseburn Unified	\$0	\$0	\$0	\$0
54767940000000	Woodlake Unified	\$1,286,654	\$547	\$1,073,651	\$751

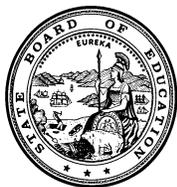
Total Number of LEAs in the report: 96

Total ConApp entitlement funds for districts receiving regular approval: \$56,195,311



California State Board of Education
Meeting Agenda Items for November 13-14, 2014

ITEM 23



CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2014 AGENDA

SUBJECT	
Elementary and Secondary Education Act: Approval of Local Educational Agency Plans, Title I, Section 1112.	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing

SUMMARY OF THE ISSUE(S)

The Elementary and Secondary Education Act (ESEA) provides federal funding that may be available to local educational agencies (LEAs) (defined as districts, county offices of education, and direct-funded charter schools) for a variety of programs. Currently, two direct-funded charter schools submitted an LEA Plan as part of the application for ESEA funding. California Department of Education (CDE) program staff review LEA Plans for compliance with the requirements of ESEA before recommending approval to the State Board of Education (SBE).

RECOMMENDATION

The CDE recommends that the SBE approve two direct-funded charter school LEA Plans, listed in Attachment 1.

BRIEF HISTORY OF KEY ISSUES

The federal ESEA Section 1112(e)(2) states that the state educational agency (SEA) shall approve an LEA Plan if the SEA determines that the LEA Plan is designed to enable the LEA's schools to substantially help children meet the academic standards expected for all children. As a requirement for receiving federal funding sub-grants for ESEA programs, the local governing board and the SBE must approve the original LEA Plan. Subsequent approval of revisions to LEA Plans is made by the local governing board and kept on file with the original LEA Plan. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in the ESEA.

The purpose of the LEA Plan is to develop an integrated, coordinated set of actions that LEAs will take to ensure that they meet certain programmatic requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental services, services to homeless students, and others as required.

CDE program staff review LEA Plans for compliance with the requirements of the ESEA including evaluation of goals and activities designed to improve student performance in reading and mathematics; improve programs for English learner students; improve professional development and ensure the provision of highly qualified teachers; ensure that school environments are safe, drug-free, and conducive to learning; and promote efforts regarding graduation rates, dropout prevention, and advanced placement. If an LEA Plan lacks the required information, CDE program staff work with the LEA to ensure the necessary information is included in the LEA Plan before recommending approval.

Following initial CDE review and SBE approval, all LEAs are expected to annually review their Plans and update them as necessary. Any changes to the LEA Plan must be approved by the LEA's local governing board.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Since the current LEA Plan process was developed in July 2003 as a requirement of the ESEA, the SBE has approved 1,756 LEA Plans.

FISCAL ANALYSIS (AS APPROPRIATE)

There is no fiscal impact to state operations.

ATTACHMENT(S)

Attachment 1: Direct-Funded Charter Schools Recommended for State Board of Education Approval (1 Page)

Attachment 2: Academic Performance for Direct-Funded Charter Schools Recommended for State Board of Education Approval of Local Educational Agency Plans (1 Page)

**Direct-Funded Charter Schools Recommended
for State Board of Education Approval**

Local Educational Agency Name	County-District-School Code	Academic Performance Data
Caliber Beta Academy	07-10074-0129528	None available; opened in August 2014
Sunrise Middle School	43-10439-0124065	See Attachment 2.

**Academic Performance for Direct-Funded Charter Schools Recommended for State Board of Education Approval
of Local Educational Agency Plans**

LEA Name: Sunrise Middle School CDS CODE: 43-10439-0124065	Met All Adequate Yearly Progress (AYP) Criteria	English-Language Arts		Mathematics		Academic Performance Index (API)		
		Percent At or Above Proficient (89.2%)	Met 2013 AYP Criteria?	Percent At or Above Proficient (89.5%)	Met 2013 AYP Criteria?	2012 Base API	2013 Growth API	Met 2012–13 Growth API Targets***
Schoolwide	No, met 14 of 17	31.1	Yes (SH)	13.6	No	573	648	Yes
African American or Black (not of Hispanic origin)		--	--	--	--			
American Indian or Alaska Native		**	**	**	**			
Asian		**	**	**	**			
Filipino		--	--	--	--			
Hispanic or Latino		26.7	Yes (SH)	11.6	No			
Native Hawaiian or Pacific Islander		--	--	--	--			
White (not of Hispanic origin)		**	**	**	**			
Two or More Races		--	--	--	--			
Socioeconomically Disadvantaged		31.7	Yes (SH)	13.9	No			
English Learners		25.7	Yes (SH)	15.7	Yes (SH)			
Students with Disabilities		33.3	**	16.7	**			

-- Indicates no data are available.

** Indicates AYP criteria are not applied because there are too few students in this subgroup to be numerically significant.

*** Growth targets are 5 percent difference between the Base API and statewide target of 800. The 2013 API criteria for meeting federal AYP: a minimum "2013 Growth API" score of 740 or "2012–13 Growth" of at least one point.

SH Passed by safe harbor: The school, LEA, or student group met the criteria for safe harbor, which is an alternate method of meeting the percent proficient (i.e., Annual Measurable Objectives) if a school, an LEA, or a student group shows progress in moving students from scoring at the below proficient level to the proficient level.